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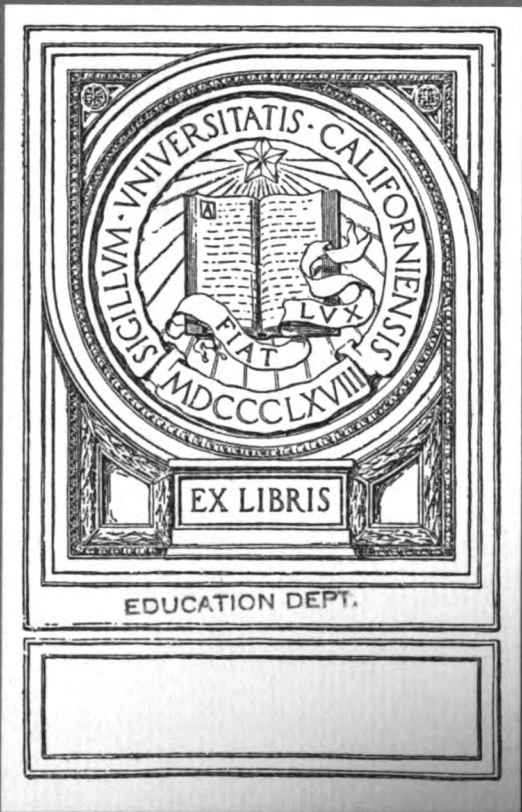
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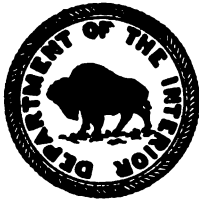
U. S. DEPARTMENT OF THE INTERIOR  
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BULLETIN, 1922, No. 21

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1922 - 27

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# RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Comprising publications received by the Bureau of Education to May 15, 1922.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Psychological tests—Educational tests and measurements—Educational research—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural life and culture—Rural education—Secondary education—Teacher training—Teachers' salaries and professional status—Higher education—Federal government and education—School administration—School management—School buildings and grounds—School hygiene and sanitation—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral education—Religious and church education—Manual and vocational training—Vocational guidance—Workers' education—Agriculture—Home economics—Commercial education—Professional education—Engineering education—Civic education—Americanization—Education of soldiers—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

## NOTE.

The titles included in the classified and annotated list which follows are of books and articles selected by the compilers from the current educational literature of the initial months of 1922, subsequent to the preparation of Bulletin, 1921, no. 52, Record of Current Educational Publications, comprising publications received by the Bureau of Education to December 22, 1921.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

## PROCEEDINGS OF ASSOCIATIONS.

*(See also additional conferences under special classes)*

**Pennsylvania. University. Schoolmen's week.** Eighth annual proceedings, April 7-9, 1921. Philadelphia, Press of the University of Pennsylvania, 1921. 325 p. tables, diagrs. 8°. (University of Pennsylvania bulletin, vol. 21, no. 37)  
Contains: 1. J. H. Kirkland: Higher education and the state, p. 17-20. 2. G. W. Pepper: The state and higher education, p. 20-25. 3. Frank Aydelotte: Liberal knowledge and national problems, p. 26-29. 4. F. P. Graves: Improving the teaching service through extension work, p. 47-50. 5. L. A. King: A comparative study of four group intelligence tests to determine their reliability for practical use, p. 78-92. 6. W. S. Dearborn: The methods and uses of group tests of intelligence, p. 93-97. 7. Harlan Updegraff: The essentials of an accounting system, p. 110-15. 8. Fannie W. Dunn: Administration and supervision in rural schools, p. 135-39. 9. C. J. Galpin: The rôle of rural education in community life, p. 149-53. 10. C. T. Saylor: The home and school league as related to rural school development, p. 155-57. 11. A. J. Jones: What is the junior high-school, p. 165-71. 12. J. M. Glass:

The organization of the junior high school in cities, p. 171-84. 13. W. W. Evans: The junior high school in rural districts, p. 184-87. 14. W. S. Gray: Methods of teaching effective habits of silent reading, p. 209-21. 15. W. S. Dearborn: The benefits contributed to classroom instruction by standardized tests and tests, p. 222-26. 16. J. M. Glass: The study coach or opportunity class organization, p. 250-58. 17. C. V. Kirby: Great objectives of art education, p. 257-80. 18. O. W. Caldwell: The place of science teaching in modern secondary education, p. 260-65. 19. Ruth B. Kogsten: The project method in the teaching of Latin, p. 279-84. 20. Louise Turner: Vocational home-making education, p. 289-95. 21. Mary C. Burchinal, J. P. W. Crawford: Qualifications and certification of modern language teachers, p. 303-07, 307-10. 22. R. O. Hughes: The twelfth-year course in problems of democracy, p. 310-16.

### EDUCATIONAL HISTORY.

**Banker, Howard J.** Distribution of scholarship grades at Harvard university. Harvard graduates' magazine, 30: 342-49, March 1922.

Data cover a period of about 66 years, from 1850 to 1915.

**Dalrymple, W. H.** A brief sketch—illustrated of the Louisiana state university and agricultural and mechanical college, 1845-1922. [Baton Rouge, La., The University, 1922] 30 p. incl. ports, illus. 8°. (*On cover*: University bulletin, Louisiana state university and agricultural and mechanical college, vol. 14—N. S., no. 2, February, 1922)

**Dillard, James H.** A school of the past. Sewanee review, 29: 410-16, October-December, 1921.

Emphasizes the individuality and variety of the teaching and school management of the past. Deprecates the lack of freedom and initiative of public school teachers of to-day.

**Knight, Edgar W.** Public education in the South. Boston, New York [etc.] Ginn and company [1922] xii, 482 p. 12°.

Presents a general survey of the growth of public educational organization and practices in those eleven states which formed the Southern Confederacy.

CONTENTS.—1. European antecedents.—2. Colonial theory and practice.—3. Public education of dependents: the apprenticeship system.—4. The academy movement.—5. Beginnings in the older states.—6. Permanent public-school funds.—7. The awakening and attempts at reform.—8. School practices before 1800.—9. Reorganization after the war.—10. Education during reconstruction.—11. The Peabody fund and the rise of city schools.—12. Readjustment and the reawakening.—13. The present system: its tasks and tendencies.

**Magrath, John Richard.** The Queen's college. Oxford, at the Clarendon press, 1921. 2v. plates, maps. 4°.

CONTENTS: Vol. I, 1341-1646. Vol. II, 1646-1877.

**Plooi, D.** Earliest relations between Leyden and Harvard. Harvard graduates' magazine, 30: 201-9, December 1921.

Historical sketch of the relations between Harvard college and the old Protestant university of the Netherlands.

### CURRENT EDUCATIONAL CONDITIONS.

#### GENERAL AND UNITED STATES.

**Bryan, E. A.** The Idaho system. State of Idaho, dept. of education, Boise. [Boise, 1921] 15p. 8°. (Idaho bulletin of education, vol. VII, December, 1921. no. 9)

**Cannon, Cornelia James.** American misgivings. Atlantic monthly, 129: 145-57, February 1922.

First of a series of articles on Democracy in question.

Discusses the results of the army intelligence tests, and their significance for American social conditions and for our educational problems.

**Delaware state parent-teacher association.** The modern school. [n. p.] 1921. 6 v. plates. 8°. (Program leaflet. Ser. II, no. 1-6)

CONTENTS: I. The school library.—II. Physical education.—III. Health teaching in the school.—IV. The course of study.—V. Our teachers; how to get good ones and keep them.—VI. Recreation for the community.

**Detroit. Board of education. Bureau of statistics and reference.** Age-grade and nationality survey. [Detroit, Board of education, 1922] 28p. incl. diags. 8°. (The Detroit educational bulletin. Research bulletin no. 7, January, 1922)

**General education board.** Annual report of the general education board, 1920-1921. New York city, General education board [1922] xi, 129p. 12°.

— **Public education in Kentucky; a report by the Kentucky educational commission.** New York, General education board, 1921. ix, 212p. plates, tables (part fold.) 12°.

**A handbook of American private schools; an annual survey.** Seventh edition, 1921-22. Boston, Mass., Porter Sargent, 14 Beacon street [1922] 880p. 12°.

**CONTENTS.**—Introductory: Preface to the seventh edition, Review of the educational year, The situation in the colleges, Education in Europe, Recent educational literature, Recent books of educational interest.—Schools and summer camps (critical description, comparative tables)—Educational directories.—School and camp maps.

**Horn, Paul W.** Survey of the city schools of El Paso, Texas. El Paso, Texas. Printed by the Department of printing of the city schools [1922] 64p. 12°. (Publications of El Paso public schools, 1922, no. 1)

**New York (State) University.** Survey of Livingston county schools. Albany, The University of the state of New York, 1922. cover-title, 143p. incl. illus., plans, tables, diags. 8°. (University of the state of New York bulletin no. 738, July 15, 1921)

**Olsen, Hans C.** A study of educational inequalities; being a survey of certain aspects of public education in Buffalo county, Nebraska. Kearney, State industrial school press, 1921. 163p. front. (map) 12°.

**Orias, Camilo.** Barrio life and barrio education. Yonkers-on-Hudson, N. Y., World book company, 1921. ix, 175p. plates. 12°. Barrio school education in the Philippines.

**Quigley, Samuel.** The Fruita survey; an educational survey of the Fruita, Colorado, union high school district including school districts numbers 2, 7, 23, 25, 27, and 37, by Samuel Quigley, Marvin F. Beeson, Herschel T. Manuel [and] Richard E. Tope. Fruita, Col., 1921. 111p. 8°.

Authorized and published by the Board of education of the Fruita union school district with the co-operation of the school boards of the several constituent districts.

**South Carolina. Department of education.** South Carolina school improvement association. Issued by the state department of education, Columbia, December, 1921. Columbia, S. C., Cary printing company, 1921. 52p. illus. 8°. (Bulletin IX)

**Strayer, George D.** Abstract of a survey of the Baltimore public schools, 1920-1921. Baltimore, Board of school commissioners [1921] 54p. front. 8°.

— **Baltimore school survey, 1920-1921. Vol. 2. The administration of the public schools and other studies.** [Baltimore, 1922] xxiv, 362p. tables, diags. 8°.

**CONTENTS.**—Pt. I. The administration of the public schools [by] G. D. Strayer and N. L. Engelhardt.—Pt. II. The teaching staff [by] W. C. Bagley.—Pt. III. The classification and progress of school children [by] E. S. Evenden.—Pt. IV. The achievements of children in the classroom [by] W. R. Trabue and W. A. McCall.—Pt. V. Medical inspection and physical education [by] J. F. Williams.

**Will disarmament affect our education?** Survey, 47: 891-92, March 4, 1922.

**Writer says:** "President Harding's suggestion that we stand at the dawn of a new era in human history carries with it the inescapable suggestion that we must have a new era in education." Concludes that with the decay of competitive militarism we should build for cooperative peace.

## FOREIGN COUNTRIES.

*Latin America.*

**Endara, Julio.** Education in Ecuador. *Inter-America*, 5: 149-67, February 1922.  
The period covered in the first three centuries of Spanish rule—The Colonial period.

**Horn, P. W.** What is an American school? *Elementary school journal*, 22: 346-51, January 1922.

Discusses the work of the school established by the American colony in the city of Mexico.

*Great Britain and Ireland.*

**Dawson, W. H.** The yearbook of the universities of the Empire, 1922. London, G. Bell and sons, Ltd., 1922. xv, 653p. 12°

The future of education in Ireland. *Journal of education and School world* (London) 54: 152-53, 200-2 March, April 1922.

Discusses the position of the teacher, registration, finance, correlation, local control, courses of study, etc.

**Harris, D. Fraser.** Universities as bonds of empire. *Contemporary review*, 121: 97-100, January 1922.

Discusses the aftermath of the recent congress of the universities of the British empire. Universities as agencies for the maintenance of universal peace.

**Hetherington, H. J. W.** Education for citizenship. *Journal of experimental pedagogy* (London) 6: 175-83, December 5, 1921.

Teaching of civics as applied in England.

**Kandel, I. L.** The progress of education in England. *Educational review*, 63: 135-46, February 1922.

**Lennard, Reginald.** Our supreme need of education. *Nineteenth century*, 91: 177-88, February 1922.

A plea for a generous expenditure for education. Conditions in England described.

**Lytelton, E.** Feeding of schoolboys. *Nineteenth century*, 91: 455-61, March 1922.

Conditions in English schools described.

**Orwin, C. S.** The study of agricultural economics. *Nature* (London) 108: 501-5, December 15, 1921.

Says that educational and research work in agriculture which takes no account of the dominant importance of economics must always be incomplete. Conditions in Great Britain emphasized.

**Spender, Harold.** Hands off the schools. *Contemporary review*, 121: 195-202, February 1922.

A plea for larger appropriations for education in England. Criticises those who advocate curtailing such appropriations.

**Spurgeon, Caroline F. E.** The refashioning of English education; a lesson of the great war. *Atlantic monthly*, 129: 55-67, January 1922.

*France and Belgium.*

**Benjamin, René.** La farce de la Sorbonne. Paris, A. Fayard & Cie., [1921] 153 [2] p. 16°.

**Pierce, Julian.** The school question in Belgium. *Elementary school journal*, 22: 290-97, December 1921.

Discusses the religious and political implications of the subject.

*Germany and Austria.*

Changes in German education. From a correspondent. *Times* (London) Educational supplement, 12: 49, February 4, 1922.

**Waterfall, Edith A.** The new Austrian regulations for the training of teachers. Educational administration and supervision, 8: 234-40, April 1922.

Translated from official sources.

*Near East.*

**Osborne, Agnes.** Teacher training in Armenia. Education, 42: 309-16, January 1922.

*Far East.*

**Cowdry, E. V.** Japanese influence in Chinese medical education. Scientific monthly, 14: 278-93, March 1922.

A review of medical instruction as contained in the 45th annual report of the Japanese minister of state for education, 1920; discussing Chinese students in Japan and Japanese teaching in China.

**Dewey, John.** America and Chinese education. New republic, 30: 15-17, March 1, 1922.

Writer says that it is the almost universal expression of representatives of Young China that education is the sole means of reconstructing China; also, that China does not need copies of American colleges, with translated curriculum and conceptions of discipline, but does need foreign funds and well-trained foreigners who understand Chinese needs to train the Chinese to use the best methods in social arts, and the natural and mathematical sciences.

**Lens, Frank B.** China's educational challenge. Educational review, 63: 227-37, March 1922.

Says that "the educational page of China's ledger is bright." Work of returned students in building up the country. Sketch of educational conditions in China as they exist today.

**Price, Maurice T.** The educational transition in China. Nation, 114: 529, May 3, 1922.

#### EDUCATIONAL THEORY AND PRACTICE.

**Adams, John.** Supplementary aids to classroom work. Journal of education and School world (London) 54: 25: 25-28, January 2, 1922.

First paper of a series. Relating the school to real life.

**Alderman, Grover H.** The lecture method versus the question-and-answer method. School review, 30: 205-9, March 1922.

An investigation to determine through experimentation the relative value of the lecture and the question-and-answer methods of class instruction in the teaching of the social sciences. Work done in schools of Newton, Ohio. The subject-matter selected for the lessons was the government of England and the government of Switzerland.

**Boraa, Julius.** Teaching to think. New York, The Macmillan company, 1922. xi, 289 p. 12°.

**Brooks, Samuel S.** Comparing the efficiency of special teaching methods by means of standardized tests. Journal of educational research, 4: 337-46, December 1921.

Contends that the efficiency of new methods of instruction can not be accurately compared with that of old methods if the new ones are tested by the very teacher whose own methods are being questioned as to their comparative worth. Says that the efficiency of a teacher and the efficiency of her methods are pretty much inseparable.

Seventh article of series on the general topic. "Putting standardized tests to practical use in rural schools."

**Bundy, Murray W.** Milton's view of education in Paradise lost. Journal of English and Germanic philology, 21: 127-52, January 1922.

**Clarke, W. F.** An all-year elementary school. Elementary school journal, 22: 286-89, December 1921.

Work of the state normal school at Minot, North Dakota, which has maintained an elementary school in connection with its summer session.

**Davis, Sheldon Emmor.** The technique of teaching. New York, The Macmillan company, 1922. viii, 346 p. 12°.

General technique and the teaching of the elementary school subjects.

- Egan, Maurice Francis.** What is a liberal education? *America*, 26: 606-6, April 15, 1922.  
The first of a series of articles on education.
- Geisert, Henry A.** Fundamentals of education. *Education*, 42: 389-400, March 1922.  
Discusses the psychic and physical implications of education.
- Hoffman, Frederick L.** The organization of knowledge. *Science*, n. s. 55: 247-54, 279-84, March 10, 17, 1922.  
Discusses the organization of knowledge as "differentiated from the mere gathering and accumulation of facts regardless of their interrelation or interdependence for useful purposes as the case may be."
- Holley, Charles Elmer.** The teacher's technique. New York, The Century Co., 1922. x, 378 p. 12°. (The Century education series.)  
Edited by Charles E. Chadsey.
- Howerth, Ira W.** Universal education and the increase of genius. *Educational review*, 63: 51-56, January 1922.  
Discusses the increase of genius through educational opportunities. Views based on Lester F. Ward's work on "Applied Sociology."
- Knight, F. B.** Qualities related to success in elementary school teaching. *Journal of educational research*, 5: 207-16, March 1922.  
The data in this study were obtained from three schools systems in Massachusetts. The investigation was to establish (1) the determination of varying amounts of teaching success; (2) the correlation of success with observable and measurable facts.
- Minor, Ruby.** Principles of method applied in concrete situations. *Journal of educational research*, 5: 27-44, January 1922.  
Writer says that a common weakness in many teachers is their inability to apply educational principles to daily situations. A study of problems relating to various life interests and man's dependence upon environment.
- Monroe, Walter S.** Types of learning required of pupils in the seventh and eighth grades and in the high school. Urbana, Ill., The University of Illinois [1921] 16 p. tables. 8°. (University of Illinois bulletin, vol. XIX, no. 15. Dec. 12, 1921. Bureau of educational research, College of education, University of Illinois. Bulletin no. 7)
- Parker, Samuel Ohester.** General methods of teaching in elementary schools, including the kindergarten. Rev. ed. Boston, New York [etc.] Ginn and company [1922] xx, 336 p. illus. 12°.
- Replier, Agnes.** *Education*. Atlantic monthly, 129: 486-93, April 1922.
- Sanford, Fernando.** How to study, illustrated through physics. New York, The Macmillan company, 1922. vi, [1], 56 p. 12°. (How to study series.)
- Sills, Kenneth C. M.** Loyalty to education. *Educational review*, 63: 185-91, March 1922.  
By loyalty to education the author means "unity of effort and unity of spirit in a common cause." Contends that there exists to-day a certain lack of harmony and understanding between schoolmen and college men. Advocates a school of education, connected with some higher institution of learning, in every state.
- Thomas, Frank W.** Training for effective study; a practical discussion of effective methods for training school pupils to organize their study procedure. Boston, New York [etc.] Houghton Mifflin company [1922] xviii, 251 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley—Division of secondary education)
- Yocum, A. Duncan.** The virtues and the limitations of the progressive movement. *School and society*, 15: 68-77, January 21, 1922.  
The subject of this article is the scientific and social necessity for eclecticism or inclusiveness in educational aims, materials, and methods.

## EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

- Bjorkman, Edwin.** The soul of a child. New York, A. A. Knopf, 1922. 321 [1] p. 12°.
- Harrison, Elisabeth.** The unseen side of child life for the guardians of young children. New York, The Macmillan company, 1922. 179 p. 12°.
- Haunon, V. A. C. and Livingston, W. F.** Comparative variability at different ages. *Journal of educational psychology*, 13 : 17-29, January 1922.  
An examination of the comparative variabilities as "revealed in some of the most representative studies of mental and physical development."
- Lowell, Frances and Woodrow, Herbert.** Some data on anatomical age and its relation to intelligence. *Pedagogical seminary*, 29 : 3-15, March 1922.  
Study based on radiographs of the hands and wrists of 402 Minneapolis and St. Paul school children, from 5½ to 11½ years inclusive. A record of the number of permanent teeth was also made for all the children except one group.
- Seashore, O. E.** Psychology as a career. *Science*, n. s. 55 : 381-84, April 14, 1922.  
Shows the types of career: Teachers of psychology; scientific research; specialists and consulting psychologists; and technicians.
- Stratton, George Malcolm.** Developing mental power. Boston, New York [etc.] Houghton Mifflin company [1922] x, 77 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)
- Waples, Douglas.** An approach to the synthetic study of interest in education. Baltimore, Md., Warwick & York, 1921. 61 p. 8°.  
Thesis (Ph. D.)—University of Pennsylvania.  
Reprinted from the *Journal of educational psychology*.

## PSYCHOLOGICAL TESTS

- National society for the study of education.** Twenty-first yearbook. Intelligence tests and their use. Part I—The nature, history, and general principles of intelligence testing. Part II—The administrative use of intelligence tests. Prepared by the society's committee and edited by G. M. Whipple. Bloomington, Ill., Public school publishing company, 1922: ix, 288 p. tables, diags. 8°.  
Discussed at the meeting of the National society, Chicago, Ill., February 25, 28, 1922.  
CONTENTS.—Part I: 1. E. L. Thorndike: Measurement in education.—2. S. S. Colvin: Principles underlying the construction and use of intelligence tests.—3. Harold Rugg: Statistical methods applied to educational testing.—4. G. M. Whipple: An annotated list of group intelligence tests.—Part II: 1. H. W. Holmes: Intelligence tests and individual progress in school work.—2. W. K. Layton: The group intelligence testing program of the Detroit public schools.—3. Helen Davis: The use of intelligence tests in the classification of pupils in the public schools of Jackson, Mich.—4. Agnes L. Rogers: Measurement of the abilities and achievements of children in the lower primary grades.—5. Endolph Pintner: The significance of intelligence testing in the elementary school.—6. M. E. Trabue: The use of intelligence tests in junior high schools.—7. W. S. Miller: The administrative use of intelligence tests in the high school.—8. Bessie Lee Gambrill: Some administrative uses of intelligence tests in the normal school.—9. Agnes L. Rogers: The use of psychological tests in the administration of colleges of liberal arts for women.—10. G. M. Whipple: Intelligence tests in colleges and universities.
- Anderson, Rose G.** Methods and results of mental surveys. *Journal of applied psychology*, 6 : 1-28, March 1922.  
Says there is much lack of agreement in the results of the various surveys made to determine the per cent of feeble-mindedness in the general or school population. The actual percentages quoted in the surveys which have been reviewed vary from .16 to 6.4.
- Armentrout, W. D.** Classification and promotion of pupils. *Education*, 42: 506-12, April 1922.  
Says that the classification of pupils in terms of their ability for different types of intelligence will solve many problems of classification and promotion. Declares that schools should make provision for the three types of intelligence, abstract, social, and mechanical. Too much stress has been put on abstract intelligence tests.



- Book, William F.** The intelligence of high school seniors as revealed by a state-wide mental survey of Indiana high schools. New York, The Macmillan company, 1922. xviii, 371 p. tables, diags. 12°.
- Breed, F. S. and Breslich, E. R.** Intelligence tests and the classification of pupils. *School review*, 30: 51-66, 210-26, January, March, 1922.  
Discusses the reliability of intelligence tests as the basis for determining the intelligence of pupils, and hence for classifying them according to intelligence.
- Bridges, James W.** The value of intelligence tests in universities, *School and society*, 15: 295-303, March 18, 1922.  
Intelligence tests have their greatest value in the public schools; less validity in the high schools; and the value of their general use in colleges and universities is seriously questioned.
- Brooks, Fowler Dell.** Changes in mental traits with age determined by annual re-tests. New York city, Teachers college, Columbia university, 1921. 4 p. l., 86 p. inc. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 116.)
- Brooks, Samuel S.** Some uses for intelligence tests. *Journal of educational research*, 5: 217-38, March 1922.  
Describes the uses of intelligence tests in the schools of Winchester, New Hampshire. Constitutes the eighth article on the general topic: "Putting standardized tests to practical use in rural schools."
- Chassell, Clara F.** Short scales for measuring habits of good citizenship; by Clara F. Chassell, Siegfried Maia Upton, and Laura M. Chassell. *Teachers college record*, 23: 52-79, January 1922.
- Dearborn, Walter F.** Manual of directions for giving and scoring the Dearborn group tests of intelligence. Series I, general examinations A and B for grades I to III. Rev. ed. Philadelphia and London, J. B. Lippincott company [1921] 21 p. plates. 8°.
- Fernald, Grace M., and Kellar, Helen.** The effect of Kinæsthetic factors in the development of word recognition in the case of non-readers. *Journal of educational research*, 4: 355-77, December 1921.  
A study of children of normal mentality who have failed to learn to read after three or more years in the public schools.
- Fling, Harold P.** Some results and correlations of the Alpha army intelligence test at the University of Nebraska. *Kentucky high school quarterly*, 7: 1-39, October 1921.  
The author of this dissertation says that his purpose is to present "the results of the administration of the Alpha army test to the students in Teacher's college, University of Nebraska, and to correlate these results with the academic standings of the same individuals for the same period of time."
- Gates, Arthur I.** The correlations of achievement in school subjects with intelligence tests and other variables. *Journal of educational psychology*, 13: 129-39, March 1922.  
Discusses the prediction of achievement in the fundamental school subjects. To be concluded.
- Geyer, Denton L.** Can we depend upon the results of group intelligence tests? *Chicago schools journal*, 4: 203-210, 245-53, February, March 1922.
- . The reliability of rankings by Group intelligence tests. *Journal of educational psychology*, 13: 43-49, January 1922.  
Study based on tests given in the junior high school grades of the Chicago normal schools during 1919 and 1920. The Otis intelligence test and the Illinois examination were used.
- Hines, Harlan C.** Measuring the intelligence of school pupils. *American school board journal*, 64: 35-37, 135, April 1922.
- . What Los Angeles is doing with the results of testing. *Journal of educational research*, 5: 45-57, January 1922.  
Results of the intelligence survey made in June 1917. Says that the future of "scientific education" in Los Angeles depends upon the training of principals and teachers in the art and practice of scientific measurement.

- Knight, F. B.** Data on the true-false test as a device for college examination. *Journal of educational psychology*, 13: 75-80, February 1922.  
Study based on a true-false test given in 1921 to the elementary physics classes of the State university of Iowa.
- Kuhlmann, F.** A handbook of mental tests; a further revision and extension of the Binet-Simon scale. Baltimore, Warwick & York, inc., 1922. 208 p. tables. 12°.
- Laws, A. R. and Bowie, S.** Intelligence tests in examinations for junior scholarships. *Journal of experimental pedagogy* (London) 6: 155-69, December 5, 1921.  
These tests were given in the Royal grammar school of Newcastle-on-Tyne, England. Concludes that no single test by itself is of avail in measuring a boy's mental ability.
- Lemon, Harvey B.** Forecasting failures in college classes. *School review*, 30: 382-87, May 1922.  
Describes a limited type of intelligence test used in the administration of undergraduate work in general physics at the University of Chicago.
- Manuel, Herschel T.** Gunnison primary test A. A group test of general ability for grades 1-3. *Manual of directions*. Ed. 2, 1921. Gunnison, Col., School service bureau, Colorado state normal school [1921] 20 p. 8°.
- Otis, Arthur S.** Suggested studies in the field of mental testing. *Journal of educational method*, 1: 220-32, February 1922.  
List of researches and minor studies to be made in the field of mental tests by teachers and superintendents.
- Poffenberger, A. T.** Measures of intelligence and character. *Journal of philosophy*, 19: 261-66, May 11, 1922.  
Emphasizes the importance of character traits.
- Beam, M. J.** Group will-temperament tests. *Journal of educational psychology*, 13: 7-16, January 1922.  
These tests were given during the past two years to 500 insurance salesmen, 600 freshmen at the Carnegie institute of technology, and 150 stenographers, typists, and comptometer operators at a technical night school.
- Beeder, Ward G.** Results of the army intelligence tests in Minnesota public schools. [Moorhead, Minn., Moorhead state teachers college, 1921] 19 p. 8°. (Bulletin of the Moorhead state teachers college ser. 17, no. 2. August 15, 1921)
- Beymert, Anne B.** Some factors of aesthetic judgment. *Journal of applied psychology*, 6: 34-58, March 1922.  
A study based on tests of two groups, one of 12 girls and the other of 12 boys, chosen at random among university students. To be continued.
- Bugg, Harold.** Is the rating of human character practicable? *Journal of educational psychology*, 13: 81-93, February 1922.  
Continued from January number. Presents among other things a tentative list of questions now being answered about each pupil in the Lincoln school of Teachers college, Columbia university. Concludes that complex traits of character must be measured objectively, not judged. Gives a self-diagnosis and improvement chart.
- Snoddy, George S. and Hyde, George E.** Mental survey of Utah schools and adaptation of the army Beta tests. Pub. by Department of psychology, University of Utah in co-operation with Utah state board of insanity. [Salt Lake City, U. of U. press, 1921] 27 [1] p. diagrs. 8°. (Bulletin of the University of Utah, vol. 12, no. 6. Sept., 1921)
- Steppat, Margaret.** Intelligence tests in Berlin. *Journal of experimental pedagogy* (London) 6: 170-74, December 5, 1921.  
Describes tests in the "so-called Begabenschulen, schools for gifted children." The tests were devised by Dr. C. Piorkowski and Dr. Moede.
- Sweeney, Arthur.** Mental tests for immigrants. *North American review*, 215: 600-12, May 1922.

**Terman, Lewis M.** Adventures in stupidity: a partial analysis of the intellectual inferiority of a college student. *Scientific monthly*, 14: 24-40, January 1922.

A psychological study of a youth, designated by the writer as "K," who entered Stanford university with credentials showing graduation from an accredited California secondary school. After being subjected to various standardized educational and mental tests, he was eventually dismissed from college.

**Thorndike, E. L.** Instruments for measuring disciplinary values of studies. *Journal of educational research*, 5: 269-79, April 1922.

**Thurstone, L. L.** The predictive value of mental tests. *Educational review*, 63: 11-22, January 1922.

Tests given to a freshman engineering class at Carnegie institute of technology entering the institute in the fall of 1919. Concludes that intelligence tests should not be made the sole criterion of admission; and should not be limited to the determination of admission.

**Wallin, J. E. W.** Intelligence irregularity as measured by scattering in the Binet scale. *Journal of educational psychology*, 13: 140-51, March 1922.

As employed, the word *scattering* signifies the number of tests passed in the Binet-Simon scale above the basal age.

**Whitchurch, Anna K.** Psychological norms among university freshmen. *Journal of applied psychology*, 5: 318-27, December 1921.

An investigation made during the year 1916-17, at the psychological laboratory of Northwestern university. An endeavor to ascertain the correlation existing "(1) between the results in the performance of certain psychological tests, and the mental ability of freshman students as shown in the attainment of grades in mathematics; (2) between the grades in mathematics and the ability of the freshmen as shown by the quarter of the high school class from which they come; (3) between the grades in mathematics of the freshmen and their instructor's independent judgment of their intelligence."

**Will, Harry S.** A method of commensurating mental measurements. *Journal of educational research*, 5: 139-53, February 1922.

**Winch, W. H.** Children's reasonings: experimental studies of reasoning in school-children. *Journal of experimental pedagogy* (London) 6: 121-41, December 5, 1921.

Writer describes a series of tests devised by himself to ascertain children's reasonings. Says that the results of tests in reasoning "correlate more closely with the grading of a well-organized school than any other tests whatever. . . . A test that can be answered in writing by *all* school children over eight years of age presents an obvious economy of effort both on the part of the experimenter and of the child." To be continued.

**Wylie, Andrew Tennant.** A brief history of mental tests. *Teachers college record*, 23: 19-33, January 1922.

### EDUCATIONAL TESTS AND MEASUREMENTS.

**Conference on educational measurements.** Eighth annual conference on educational measurements, held at Indiana university, Bloomington, Ind., April 22 and 23, 1921. Bloomington, Ind., The Extension division of Indiana university, 1921. 74 p. tables, diags. 8°. (Bulletin of the Extension division, Indiana university, vol. 6, no. 12)

Contains: S. A. Courtis: Contribution of measurements to methods of teaching.—W. F. Book: An efficient method for measuring the results of instruction in colleges and schools.—S. L. Pressey: Measurement of progress in English in the upper grades.—Luella W. Pressey: Reading scales for the second, third, and fourth grades.—H. G. Childs: Standardized measurements as a means of determining most effective class size.—C. G. Vannest: Diagnostic test in modern European history.—W. A. Holiman: School boards in Indiana.

**Davis, Helen.** Some problems arising in the administration of a department of measurements. *Journal of educational research*, 5: 1-20, January 1922.

The problems discussed are as follows: (1) Acquainting the teachers with the functions of the department; (2) test administration; (3) classification; (4) meeting parents' objections; (5) publicity; (6) cooperation with other officers of administration; (7) internal administration.

**Douglass, Earl B.** A series of standardized diagnostic tests for the fundamentals of elementary algebra. *Journal of educational research*, 4: 396-403, December 1921.

**Highsmith, James Albert.** Manual of directions for giving, scoring and using certain standard tests in spelling, handwriting, arithmetic, reading, intelligence. Greensboro, The College, 1921. 42 p. incl. tables. 8°. (The North Carolina college for women. Extension bulletin, vol. I, no. 1. Nov., 1921)

**Kolstad, Arthur.** Arithmetic ability of men in the army and of children in the public schools. *Journal of educational research*, 5: 97-111, February 1922.

Concludes that there is a definite relationship between the school grade finished and one's ability in later adult life to solve arithmetic statement problems, which is especially marked for those who have not proceeded beyond the high school.

**McCall, William A.** How to measure in education. New York, The Macmillan company, 1922. xii, 416 p. tables, diags. 8°.

**Monroe, Walter S.** The Illinois examination. Urbana, Ill., The University of Illinois [1921] 70 p. tables, diags. 8°. (University of Illinois bulletin, vol. xix, no. 9. October 31, 1921. Bureau of educational research. Bulletin no. 6)

**Pressey, Luella W.** Scale of attainment no. 3—for measuring "essential achievement" in the third grade. *Journal of educational research*, 4: 404-12, December 1921.

Tests in reading, spelling, and arithmetic included. Makes three suggestions: (a) "That the test motivation come from interest rather than school discipline; (b) that teachers be allowed to participate in the building of tests, and (c) that achievement scales should, and can, be kept sufficiently simple in construction to be of great use to teachers."

**Sege, Evan T.** Results of a word-analysis test. *Classical journal*, 17: 218-24, January 1922.

Test given to 522 students in the required course in English composition during the second semester, 1920-21, in the University of Pittsburgh.

**Theisen, W. W.** Does intelligence tell in first-grade reading? *Elementary school journal*, 22: 530-34, March 1922.

Tests were made on pupils in Cleveland schools, October 1920, by the Pressey primer scale, and the Haggerty reading test for primary grades. Concludes that the results of the experiment warrant the adoption of a policy of grouping entering pupils wherever possible.

**Washburne, Carleton W.** Educational measurement as a key to individual instruction and promotions. *Journal of educational research*, 5: 195-206, March 1922.

Investigations made in the schools of Winnetka, Illinois. The social work in the schools occupies from one-third to one-half of each school day. Children's marks and promotions are based entirely on individual work.

#### EDUCATIONAL RESEARCH.

**Akron, O.** Bureau of research. Report of the Bureau of research. Public schools of Akron, Ohio, 1920-21. [Akron, 1922] 78p. tables, diags. 8°.

**Capen, Samuel P.** A year of the educational research committee. *Journal of educational psychology*, 13: 98-104, February 1922.

Work of the committee of the Commonwealth fund, which appropriated \$100,000 for the purpose of educational research.

**Sies, Raymond W.** Values of educational research. *Kentucky high school quarterly*, 8: 1-12, January 1922.

Educational research will solve many educational problems, thereby greatly increasing the efficiency of our schools and saving millions of dollars.

**Maston, B. C.** The advantages of a department of research for a public school system. *Ohio teacher*, 42: 197-201, January 1922.

## SPECIAL METHODS OF INSTRUCTION.

## PROJECT METHOD.

**Branom, Fred K.** The project in geography. *Education*, 42: 261-74, January 1922.

Says that the project method of teaching geography is one of the means by which life in the school-room is made to resemble life outside the schoolroom. It is well adapted to socialized work, and arouses the interest of pupils. Presents some recent problems and projects.

**Brett, Helen K.** A project in geography. *Education*, 42: 414-32, March 1922.

Gives an outline of a project worked out by 6A grade of the observation department of the Cleveland school of education.

**Edwards, Frances B.** The place of the project method in religious education. *Journal of educational method*, 1: 138-44, December 1921.

**Elliott, Charles H. and Crow, Charles S., ed.** Projects for the elementary schools . . . New Brunswick, N. J., State university of New Jersey [1921] 3 v. illus. 12°.

CONTENTS: v. 1. Sample materials for the kindergarten, first, second and third grades.—v. 2. Sample materials for grades four, five and six.—v. 3. Sample materials for the junior and senior high school.

**Horn, Ernest.** Criteria for judging the project method. *Educational review*, 63: 93-101, February 1922.

Discusses the question under three heads: (1) The project must represent a body of subject-matter of known value in life outside the school; (2) the purpose of the school is not to interest the child, merely, but to develop the interests that he should have; (3) there must be a sharp and systematic attack on social objectives of value; (4) the technics of teaching are special, rather than general; (5) there must be special provision for thorough learning through practice, drills, summaries, and reviews.

**King, W. A.** An elementary school health project. *Elementary school journal*, 22: 608-14, April 1922.

Describes a project directed by the principal and teachers of the Columbia school, Seattle, Wash. Says that the project offers convincing proof that the school must have the cooperation of the home if health teaching is to be successful.

**Parker, Samuel C.** Project teaching: pupils planning practical activities. *Elementary school journal*, 22: 335-45, 427-40, January, February 1922.

Divides the discussion into seven sections: (1) Definition; (2) recent examples; (3) historical development; (4) values; (5) limitations; (6) technique; (7) conclusions.

The project method in high school. *Journal of educational method*, 1: 323-28. April 1922.

This report is the result of a group project carried out by a committee of which Miss Edith L. Hoyle, of Ann Arbor, Mich., was chairman.

## STORY TELLING.

**National story tellers' league.** Year book 1921-1922. Chicago [1922] 29p. 12°. (Mrs. E. F. Leonard, secretary, 1349 Grace street, Chicago, Ill.)

Bibliography: p. 19-27.

**Letts, W. M.** The first dramatic critic. *Yale review*, 11: 613-19, April 1920.

The value of story-telling to children.

## VISUAL INSTRUCTION.

**National academy of visual instruction.** Proceedings first annual meeting, Madison, Wis., July 14, 15 and 16, 1920. 80p. 8°. (J. V. Ankeney, secretary, University of Missouri, Columbia, Mo.)

Contains: 1. Mark Burrows: The picture in education, p. 21-26. 2. C. R. Toothaker: Contribution of museums to the efficient use of visual instruction, p. 34-39. 3. Visual instruction service available from the United States government, p. 45-51. 4. J. H. Kelley: Films and slides in the welfare work of industrial plants, p. 72-76.

**Bollman, Gladys and Bollman, Henry.** Motion pictures for community needs; a practical manual of information and suggestion for educational, religious and social work. New York, H. Holt and company, 1922. ix, 298p. illus. 12°.

**Gregory, W. M.** Problems concerning the educational motion picture. Moving picture age, 5: 20-21, 25-27, January 1922.

Film material for school use must contain information, spirit, inspiration, and accuracy.

**Hays, Dudley Grant.** Visual methods in the Chicago schools. Visual education, 2: 6-12, 52-55, December 1921; 3: 11-16, 75-77, 115-16, 193-98, January, February, March 1922.

The first article in this series considers fundamental principles; the second explains the making of "home-made lantern slides" by boys and girls in school. The third article discusses the use and operation of the classroom stereopticon; the fourth takes up the correlation between lantern slides and motion pictures in teaching.

**Found, J. H.** The cost of moving-picture instruction. Engineering education, 12: 175-183, December 1921.

Discusses the advantages of visual methods in teaching engineering, and the cost of film presentations.

**Fowlinson, Charles F.** Teaching health through pictures. Nation's health, 4: 137-38, March 1922.

Describes the work of the National child welfare association, and its visual appeal to teachers and pupils. Illustrated.

**Symposium on motion pictures.** American journal of public health, 11: 269-79, April 1922.

Discusses the utilization of motion pictures in health education and publicity. This symposium was given at the first session of the health and publicity group, fiftieth annual meeting of the American public health association, New York city, November 14, 1921.

#### OTHER METHODS.

**Dewey, Evelyn.** The Dalton laboratory plan. New York, E. P. Dutton & co. [1922] ix, 173 p. 12°.

**Jameson, A. A.** A new method in education. School and home, 14: 5-8, April 1922.

A description of Camp Dixie for boys, which is situated in the mountains of Georgia.

**Stillman, Bessie W.** School excursions. Elementary school journal, 22: 451-56, February 1922.

Presents a plan devised in the Ethical culture school. New York city.

#### SPECIAL SUBJECTS OF CURRICULUM.

##### READING.

**Burgess, Mary A.** Classroom grouping for silent reading drill. Elementary school journal, 22: 269-78, December 1921.

Outlines "a method whereby the teacher may classify children who have been tested by one of the picture supplement scales according to the types of instruction they seem to need, so that she may have some guide for classroom drill between the testing periods."

**Dunn, Fannie Wyche.** Interest factors in primary reading material. New York city, Teachers college, Columbia university, 1921. 3 p. 1., 70 p. incl. tables. 8°.  
(Teachers college, Columbia university. Contributions to education, no. 113)

**Harlan, C. L. and Madsen, I. N.** The testing and teaching of silent reading. Issued by Department of tests and measurements, Lewiston state normal school. Lewiston, Id., [The Lewiston state normal school, 1921] 35 p. tables, diags. 8°.  
(Lewiston state normal school bulletin, vol. XII, no. 1. January, 1922.)

**Perham, Mary L.** Reading material for pupils of the fourth and fifth grades. Elementary school journal, 22: 298-306, December 1921.

- Stone, Clarence B.** Silent and oral reading; a practical handbook of methods based on the most recent scientific investigations. Boston, New York [etc.]. Houghton Mifflin company [1922] xviii, 306 p. diags., plates. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley—Division of secondary education.)
- Watkins, Emma.** How to teach silent reading to beginners. Philadelphia & London, J. B. Lippincott company [1922] 133 p. front., plates (2 fold) 12°. (School project series. William F. Russell, Ph. D., editor.)

## HANDWRITING.

- Freeman, Frank N.** A course in handwriting. Elementary school journal, 22: 372-79, 441-50, 521-29, 597-607, January, February, March, April 1922.

Illustrations are drawn chiefly from the lessons for the primary grades. A revised course based on a preliminary course that was used experimentally in a public school in Kansas City, Kans. The concluding articles deal with the work of grades 2 to 6 inclus.

## SPELLING.

- Lester, John A.** How simplified spelling might simplify. School review, 30: 131-38, February 1922.

"The purpose of this article," says the writer, "is to determine how far the application of the rules of simplified spelling would immediately relieve the difficulties in English spelling experienced by our boys and girls who aspire to go to college." A study based on the misspellings that appeared in compositions upon subjects taken from their own experience by 2,414 candidates for the English examinations of the college entrance examination board, from 1913 to 1919 inclusive.

- . A study of high-school spelling material. Journal of educational psychology, 13: 152-59, March 1922.

Continued from February number. Says that the most direct means of gaining economy and efficiency in the teaching of spelling is: (1) To teach material which the students concerned *do not know*; (2) to present that material with insistent emphasis on those critical points in the words presented which cause nearly 77 per cent of the entire mass of misspellings.

- Ward, C. H.** The new knowledge of spelling. English journal, 11: 78-88, February 1922.

## ENGLISH AND COMPOSITION.

- Brubacher, A. E.** The mother tongue in school. Scribner's magazine, 71: 115-20, January 1922.

By the president of the New York state college for teachers.

- Hill, Howard C.** Opportunities for correlation between community life and English. School review, 30: 24-36, 118-26, 175-86, January, February, March 1922.

The first and second articles of this series describe the administration and organization of a combination course in community-life English and discuss the work from the standpoint of reading or literature. The third article deals with motivation in composition work; creating an audience situation for oral expression; variety in written compositions; social science content and imaginative literature; and community life and intellectual interest. Concludes that a combination course in English and social science is productive of genuine intellectual interest.

- Hitchcock, Alfred M.** New problems in the teaching of English. English leaflet, 22: 1-14, February 1922.

Address given before the St. Louis Council of teachers, April 1921.

- Hughes, Helen S.** The prescribed work in college English: its relation to the secondary schools. English journal, 11: 199-213, April 1922.

- Jordan, E. H.** A threefold experiment in high-school English. [n. p., 1921] p. 560-569 incl. tables. 8°.

Reprinted from The English journal, vol. x, no. 10, December 1921.

- Lewin, William.** The business of running a school paper. English journal, 11: 8-13, January 1922.

- Moulton, B. G.** English literature: its place in education. Contemporary review, 121: 475-81, April 1922.

Discusses the report of the Committee of the Board of education, England, on "The teaching of English in England." Incidentally treats of the classics.

**Norris, Orland O.** Why hate English? *Educational review*, 63: 315-25, April 1922.

Argues that the reason why pupils hate English is because there is "no social standard of linguistic or literary excellence, no general appreciation of excellence in either oral or written phrasing, or in quality of enunciation, to which both pupils and adult must attain as a fundamental condition of approval." To remedy conditions the writer contends that we must set above the claims of tradition the demands for an enriched and continued racial life.

#### ANCIENT CLASSICS.

**Barns, John Edmund.** Sight reading. *Classical weekly*, 15: 137-40, March 13, 1922.

Author explains the paradox that there is no such thing as sight reading and that all reading should be sight reading.

**Beman, Lamar T., comp.** Selected articles on the study of Latin and Greek. New York, The H. W. Wilson company, 1921. ii, 237 p. 12°. (The handbook series)

Contains briefs, bibliographies and selected articles on both sides of the question of classical study.

**Carr, W. L., and others.** The progress of the classical investigation: studies in content. *Classical journal*, 17: 265-70, February 1922.

Development of the investigation now being conducted by the American classical league with the support of the General education board.

**Dorsey, Susan M.** Teachers of Latin. *Classical journal*, 17: 389-97, April 1922.

Says that Latin teachers should be acquainted with the history, architecture, and customs of the Roman world, also should have at least a moderate acquaintance with Greek. Emphasizes the study of Latin for training in observation, reasoning, and expression.

**Fake, Christabel F.** What high school Latin furnishes to college preparation in English. *Classical journal*, 17: 210-17, January 1922.

Value of Latin in furnishing a nice appreciation of beautiful sentence structure; in enlarging the students' vocabulary; and as a medium for evoking an appreciation of the evolutionary relation existing between ancient and modern civilizations.

**Graves, Frank P.** The values in the study of the classics and why they are sometimes not realized. *Educational review*, 63: 158-65, February 1922.

**Herbert, P. E.** Latin in the colleges. *America*, 27: 21-22, April 22, 1922.

**Nutting, H. C.** Problems of secondary Latin. *Classical journal*, 17: 377-88, April 1922.

A plea for the study of Latin. Presents the arguments for and against the classics.

**Otis, Alvah T.** The relation of Latin study to ability in English vocabulary. *School review*, 30: 45-50, January 1922.

In a test conducted at the White Plains (N. Y.) high school, the Latin pupils excelled those of a non-Latin group on an average of 37.3 units in terms of Terman scores. Shows the efficacy of Latin in increasing students' vocabulary.

**Parker, T. Valentine.** The classics as cultural studies. *School review*, 30: 288-93, April 1922.

Suggests that "the fatal flaw in the methods of teaching the classics is that cultural study is generally supplementary to the ordinary work of the classroom when it ought to be pervasive of it."

**Regland, George.** What are Greek and Latin good for? *Kentucky high school quarterly*, 8: 13-23, January 1922.

Discusses the subject of the classics from the practical side, describing its disciplinary and its historical value.

**Smalley, Archibald W.** The coordination of Latin with first-year algebra. *Classical journal*, 17: 201-9, January 1922.

An endeavor to show how, and to what extent, the nomenclature of algebra may be taught in Latin classes, especially in those of the first year. "The method is to tabulate in alphabetical order the technical and semi-technical words of algebra."



## MODERN LANGUAGES.

- Allison, L. H.** The case for the direct method. (What it is—What it is not) *Modern languages*, 3: 88-97, February 1922.  
Discusses the subject of the direct method pro and con, showing its defects and how to remove them.
- Bruns, Friedrich.** Introductory causes to the study of German literature. *Modern language journal*, 6: 142-54, December 1921.  
A plea for a course in philosophic prose.
- Church, Henry W.** The future of Spanish. *Educational review*, 63: 121-28, February 1922.
- Cook, William A.** Secondary instruction in Romance languages. *School review*, 30: 274-80, April 1922.  
Concludes that if a school cannot offer at least two units of a Romance language, that language should be left out altogether.
- Donnan, F. G.** Auxiliary international languages. *Nature*, 109: 491-95, April 15, 1922.  
Discusses Esperanto, Volapuk, Ido, and other attempts to formulate an international language.
- Kirkman, F. B.** Research in modern language instruction: its uses and difficulties. *Modern languages*, 3: 100-06, February 1922.  
An address by F. B. Kirkman to the Modern language association at Cambridge.
- Prokosch, Eduard.** The direct method in college examinations. *Modern language journal*, 6: 181-89, January 1922.
- Shonhoff, Lilli.** Modern language teaching in the higher schools of Norway. *Modern language journal*, 6: 123-35, December 1921.
- Snedden, David.** Sociological problems of modern language instruction in public schools. *Teachers college record*, 23: 1-11, January 1922.

## MATHEMATICS.

- Allen, Fiske.** The relative emphasis upon mechanical skill and applications of elementary mathematics. *Mathematics teacher*, 14: 435-43, December 1921.  
Says that much of the work upon mechanical processes should be eliminated, and that more emphasis should be placed upon the applications, especially the algebraic method of using general numbers.
- Carmichael, Robert D.** The larger human worth of mathematics. *Scientific monthly*, 14: 447-68, May 1922.  
Discusses mathematics and philosophy: mathematics and the foundations of science, etc.
- Illinois teachers' association.** Articulation committee for mathematics of the Lake shore division. A composite course for seventh and eighth-grade mathematics. Report. *Mathematics teacher*, 15: 43-48, January 1922.
- McFarland, Blanche B.** A plea for arithmetic in the first grade. *Kindergarten and first grade*, 7: 1-7, January 1922.
- Rosenberger, Noah Bryan.** The place of the elementary calculus in the senior high-school mathematics and suggestions for a modern presentation of the subject. New York city, Teachers college, Columbia university, 1921. vii, 80 [1] p. 8°. (Teachers college, Columbia university. Contributions to education, no. 117)
- Schorling, Raleigh.** Experimental courses in secondary school mathematics. *Mathematics teacher*, 15: 63-78, February 1922.
- Snedden, David.** Mathematics in junior high schools. *School and society*, 14: 619-27, December 31, 1921.  
In grades seven and eight of urban junior high schools, the place, scope, specific adaptations, etc. of mathematical studies.

**Snedden, David.** Prescribed versus elective mathematics. Mathematics teacher, 15: 105-9, February 1922.

**Spaulding, F. T.** An analysis of the content of six third-grade arithmetics. Journal of educational research, 4: 413-23, December 1921.

The books selected for analysis represent a period of 14 years in the development of arithmetic texts. Says the need is for "a pedagogically sound definition of arithmetical material (a) in terms of the amount needed to accomplish most economically the desired results, and (b) in terms of subject-matter looking not alone to efficient mastery of the fundamentals but to the proper development of the whole child."

**Symonds, Percival M.** Mathematics as found in society: with curriculum proposals. Mathematics teacher, 14: 444-50, December 1921.

Among other data the writer discusses mathematics in the junior high school. Argues that the curriculum of the future must find its justification in the needs existing in society.

**Thorndike, Edward L.** The psychology of arithmetic. New York, The Macmillan company, 1922. xvi, 314 p. tables, diagrs. 12°. (The psychology of the elementary school subjects, by E. L. Thorndike)

**Wells, E. A.** The place of the metric system in the elementary school. American schoolmaster, 15: 85-90, March 1922.

**Wilson, Estaline.** Improving the ability to read arithmetic problems. Elementary school journal, 22: 380-86, January 1922.

**Woody, Clifford.** Types of arithmetic needed in certain types of salesmanship. Elementary school journal, 22: 505-20, March 1922.

An attempt to gain "a reliable index of the type of arithmetic needed by the clerk in selling goods, and by the consuming public in purchasing goods." Says that the school is emphasizing much arithmetic that is unessential in meeting the conditions presented by the salesman and the consuming public.

#### SCIENCE.

**Brown, H. Clark.** A nature-study project for the grades and high school. Nature-study review, 17: 383-90, December 1921.

Suggests program for nature-study for the twelve school years.

**Curtis, Henry S.** Nature study, the foundation of an education. Educational review, 63: 307-14, April 1922.

Emphasizes the value of taking children on excursions into the country. Says that children will make better progress in their studies where they have had a considerable first-hand experience with real things.

**Eikenberry, William L.** The teaching of general science. Chicago, Ill., The University of Chicago press [1922] xiii, 169 p. 12°.

Bibliography of general science: p. 151-65.

**Gordon, Neil E.** When will the teaching of chemistry become a science. Science, n. s. 54: 656-58, December 30, 1921.

A plea for the project or problem method in teaching chemistry.

#### SOCIAL HYGIENE AND GENETICS.

**Grant, Henry M.** Education in sex and heredity: a practical program. Journal of social hygiene, 8: 5-21, January 1922.

Plan provided for teaching sex in the schools of Oregon.

**Hatchison, C. B.** The elementary course in genetics. Science, n. s. 55: 416-21, April 21, 1922.

Outlines a course in plant breeding.

**Oregon social hygiene society.** Reports on grade school biology work as conducted by Vesta Holt at The Dalles, Jessie Laird Brodie at Newberg, Geraldine Ruch at Ashland, Oregon. Pub. by Oregon social hygiene society. Portland, Oregon. Salem, Or., State printing department, 1921. 80 p. 8°.

## GEOGRAPHY.

- Brigham, Albert P.** A quarter-century in geography. *Journal of geography*, 21: 12-17, January 1922.  
Discusses the evolution of geography and geography teaching during the past 25 years.
- Jefferson, Mark.** The maps in the school geographies. *Journal of geography*, 21: 23-28, January 1922.
- Koch, Hazel E.** The value of books recommended for high school students in widening the geographical horizon. *School review*, 30: 193-98, March 1922.  
A study based on 35 reading lists and courses of study of prominent and representative high schools in all sections of the United States.
- Miller, George J.** Twenty-five years' growth in collegiate geography. *Journal of geography*, 21: 35-37, January 1922.  
Statistical study based on questionnaire sent to all normal schools and to all other educational institutions in the United States listed by the Bureau of education as collegiate in grade—521 in number.
- Roxby, P. M.** A course in geography for schools. *Geographical teacher* (London) 11: 163-66, 1921.  
Published in the autumn of 1921. Relates not only to Great Britain but to the world in general.

## HISTORY.

- Bryce, James, Viscount.** The study of American history; being the inaugural lecture of the Sir George Watson chair of American history, literature and institutions. With an appendix relating to the foundation. New York, The Macmillan company, 1922. 118 p. 12°.
- Bush, Ralph H.** The history and social-science curriculum of the Joliet township high school. *School review*, 30: 365-70, May 1922.
- Fisher, Hope.** An amended curriculum for history in secondary schools. *American schoolmaster* 15: 23-31, January 1922.
- Hearnshaw, F. J. C.** Supplementary aids to classroom work: history. *Journal of education and School world*, 54: 149-51, March 1922.
- Hudelson, C. Le B.** A history chart. *School review*, 30: 139-40, February 1922.  
Describes a chart that has been constructed for the Township high school of Benton, Illinois: an outline "Story of mankind," connecting up history and geology after the manner of H. G. Wells, illustrated by objects and pictures, and always on view. This chart, which runs around three walls of a large classroom, is made of strips of eight-inch board covered with sign cloth, nearly 70 feet in all.

## ECONOMICS.

- American economic association. Committee on the teaching of economics.**  
A proposed program of social studies in the secondary schools. *American economic review*, 12: 66-74, March 1922.
- Mead, A. B.** General plan for a course in economics. *School review*, 30: 294-99, April 1922.  
A general plan for a half-year course in economics for a high school in a rural community.

## MUSIC.

- Coleman, Satis N.** Creative music for children. A plan of training based on the natural evolution of music, including the making and playing of instruments, dancing—singing—poetry. New York and London, G. P. Putnam's sons, 1922. xvi, 220 p. front., plates, music. 8°.
- Hildebrant, Edith L.** Music memory contests. *Education*, 42: 343-51, February 1922.  
Contents that the music memory contest ranks as an invaluable means of raising the standard of music appreciation. Gives rules how to conduct such a contest, with a suggested list of composition. The same author has an article on this subject in *School review*, 30: 300-6, April 1922.

## DRAMATICS.

**Barker, Harley Granville.** The exemplary theatre. London, Chatto and Wind us, 1922. xv, 288 p. 8°.

"A plea for the recognition of the theatre as an educational force."

**Barnum, Madalene D.** School plays for all occasions. New York, Newark, Bares & Hopkins [1922] 186 p. 12°.

This book contains a play for each special date in the year, beginning with New Year's and ending with Christmas, together with directions for simple costumes and properties.

**Jaalow, M. B.** The junior high school and the drama. Education, 42: 473-87, April 1922.

Shows the importance of the drama in the junior high school curriculum.

**Mabie, Edward C.** Plays for high schools. Iowa City, The University [1921] 36 p. 8°. (University of Iowa. Extension division bulletin no. 78)

## DRAFTING.

**Fulwider, James H.** Teaching students to chart. School review, 30: 378-81, May 1922.

Work accomplished in chart making and study in the Onarza military schools, Illinois. Says that chart making develop the analytical powers of students.

## SAFETY.

**Scoville, Dorothea H. and Long, Doris.** Safety for the child; a practical guide for home and school. New York, Republic book company [1921] 252 p. illus. 12°.

## KINDERGARTEN AND PRIMARY SCHOOL.

**International kindergarten union.** Proceedings of the twenty-eighth annual meeting . . . Detroit, Michigan, May 2-6, 1921. 230 p. 8°. (Miss May Murray, corresponding secretary, 40 High street, Springfield, Mass.)

Contains: 1. H. J. Baker: The Detroit kindergarten test, p. 188-95. 2. Ella R. Boyce: Supervision, p. 197-201.

**Corson, David B.** The kindergarten; part of the elementary school. Kindergarten and first grade, 7: 89-91, March 1922.

Says the kindergarten should be a part of every elementary school.

**Snedden, David.** Problems of the place and functions of the kindergarten. School and society, 15: 233-41, March 4, 1922.

## RURAL LIFE AND CULTURE.

**Kolb, J. H.** Rural primary groups; a study of agricultural neighborhoods. Agricultural experiment stations of the University of Wisconsin and United States Department of agriculture cooperating. Madison, 1921. 81 p. incl. tables, diags. 8°. (Research bulletin 51. December, 1921)

**MacGarr, Llewellyn.** The rural community. New York, The Macmillan company, 1922. xv, 239 p. front., illus. (incl. maps) diags. 12°

**National child labor committee.** Rural child welfare; an inquiry by the National child labor committee based upon conditions in West Virginia. Under the direction of Edward N. Clopper. New York, The Macmillan company, 1922. 355 p. plates, tables. 12°

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## RURAL EDUCATION.

**Conference on rural education.** State normal school, Worcester, Mass., March 17, 1922. [Papers] *Education*, 42: 521-77, May 1922.

Subject: Pressing problems of the rural schools.

Contains: 1. K. L. Butterfield: Tests of good farming and good rural schools, p. 521-30. 2. Notes from the field—School lunches, p. 531-36. 3. C. L. Schrader: Physical education in rural schools, p. 537-47. 4. A. S. Rollins: Recreation in rural schools, p. 548-52. 5. A. K. Getman: The rural school and the community, p. 553-63. 6. J. J. Reilly: How to keep the mill-town child in school, p. 564-67. 7. C. A. Dole: The personality of the rural school teacher, p. 568-77.

**Briggs, Thomas H.** Objectives of secondary education. *Journal of rural education*, 1: 360-63, April 1922.

Raises the inquiry as to "whether the emphasis should not now be placed more on preparation for home membership, civic responsibilities, and the wise use of leisure time."

**Calhoun, J. T.** Rural school houses and grounds. Issued by W. F. Bond, state superintendent of education, Jackson, Mississippi. Jackson, Miss. Hederman bros, Jackson, Miss., [1921] 1 p. 1., [5]-108 [2] p. front., plans. 8°. ([Mississippi. Dept. of education] Bulletin no. 26., December, 1921.)

**Campbell, Macy.** Growth of consolidated schools in Iowa. [Cedar Falls, Ia., Iowa state teachers college, 1922.] 16 p. 8°. (Bulletin of the Iowa state teachers college, vol. xxii, no. 3. September, 1921)

**Deerwester, Frank.** The history of a rural school district. *Education*, 42: 286-91, January 1922.

Study based on the records of a rural school in a distinctively rural section of western Missouri. The writer asks: "Is this record typical?"

**Dunn, Fannie Wyche.** Educative equipment for rural schools. New York city, Teachers college, Columbia university [1921] 23 p. 8°. (*On cover*: Teachers college bulletin, 13th ser. no. 3)

Lists equipment for the teacher and the pupil, including a graded list of books, magazines and newspapers, musical instruments, pictures, etc.

— The rural school's purpose in relation to the community. *Journal of rural education*, 1: 368-73, April 1922.

Shows that the rural school of the future may be not merely an institution for the education of children and youth, but a means of continued development for all who desire it, of whatever age.

**Jones, T. N.** Rural education a state problem. *Texas outlook*, 6: 7-12, February 1922.

**Pittman, Marvin S.** Successful teaching in rural schools. New York, Cincinnati [etc.] American book company [1922] 294 p. illus. 12°. (American education series, G. D. Strayer, general editor)

**Snedden, David.** Schools for farmers' sons—present deficiencies—future prospects. *Journal of rural education*, 1: 241-46, February 1922.

The writer says that the vocational school of farming and the liberal high school should not be pedagogically interdependent concurrently for the same pupil, as he can not get in his working hours, ordinarily, vocational and liberal education simultaneously.

**Vermont. State board of education.** Rural schools of Vermont and their improvement issued by the state board of education . . . Pub. by authority of the state board of control. Montpelier, Vt., Capital city press, 1922. 64 p. illus., plans. 8°.

**Works, George A.** New York state rural school survey. *Educational review*, 63: 247-56, 277-87, 412-23, March, April, May 1922.

These three articles deal respectively with the organization, principal findings, and recommendations of the committee of twenty-one in charge of the survey.

## TEACHERS' COTTAGES.

- Almack, John C.** Teacherages. American school board journal, 64: 61, March 1922.  
Discusses the passing of the teacherage, and shows that changing rural conditions, and developing community life have made the teachers' cottage unnecessary.
- Shuler, Marjorie.** Making teachers welcome. American review of reviews, 65: 195-98, February 1922.  
Describes progress in constructing teacherages in various parts of the country. Illustrated.

## SECONDARY EDUCATION.

- Florida high school principals.** Proceedings of the second annual conference . . . April 7 and 8, 1921. University of Florida, Teachers college. Issued by the Department of secondary education. Ed. and comp. by Jos. Roemer. 183 p. 8°.
- High school conference, Urbana, Ill.** Proceedings of the High school conference of November 17, 18 and 19, 1921. Issued from the High school visitor's office. Urbana, University of Illinois, 1922. 401 p. 8°. (University of Illinois bulletin, vol. 19, no. 21, January 23, 1922)  
Contains: 1. Silas Echols: Report of the Committee on extra-curricular activities, p. 45-48. 2. C. R. Small: The laboratory method of teaching Latin, p. 117-20. 3. C. H. Woolbert: Fundamentals in the teaching of better speech, p. 201-10. 4. Anna Weller: Geography in the reconstructed high school, p. 219-21. 5. John Sharda: Content and standardization of mechanical drawing, p. 257-59. 6. L. C. Martin: Testing mathematics teaching, p. 297-99. 7. Josephine C. Donlat: Report on French texts, p. 307-09. 8. Edith Cameron: Problems in teaching Spanish, p. 312-18. 9. L. L. Carl: Music, the curriculum, and objectives, p. 320-23. 10. H. A. Miller: How to reach the adolescent, p. 338-43. 11. Louise Freer: Modern tendencies in physical education, p. 345-48. 12. W. F. Einbecker: Chemistry exhibit as a project review, p. 372-77. 13. B. F. Goodman: Teaching the European war, p. 385-88.

- National association of secondary school principals.** Sixth yearbook. [Chicago] Pub. by the Association, 1922. 215 p. 8°. (H. V. Church, secretary, Cicero, Ill.)  
Contains: 1. Merle Prunty: Sane and systematic direction of extra-curricular activities, p. 1-8. 2. I. J. Bright: The intelligence examination as the determining factor in the classification of high school students, p. 51-63. 3. Arnold Lau: Classification of high-school students according to ability, p. 63-85. 4. L. D. Coffman: The high school in its relation to the profession of teaching, p. 92-99. 5. T. H. Briggs: What next in education, p. 99-110. 6. P. W. L. Cox: Social studies in the reorganized secondary school, p. 126-32.

- Briggs, Thomas H.** Extra-curricular activities in junior high schools. Educational administration and supervision, 8: 1-9, January 1922.

Study based on a report on the organization and administration of the junior high school at Teachers college, Columbia university, made in August 1921. Gives a list of activities which have been tried out in various schools. Bibliography, p. 8-9.

- Caldwell, Otis W.** Education as viewed by the Lincoln school. Educational review, 63: 1-10, January 1922.

This school, established as an adjunct to the Teachers college, Columbia university, was organized to work out the problems of secondary education upon an independent and experimental basis. Activities described.

- Clement, J. A.** Current practice in the organization and administration of junior high schools. School review, 30: 110-17, February 1922.

A study based on an investigation of 40 junior high schools in Kansas and an almost equal number in Indiana. Concludes that a pressing problem for solution is the satisfactory administration of junior high school curricula.

- . The reciprocal relation between theory and practice in scientific secondary education. Educational administration and supervision, 8: 198-204, April 1922.

"It is not," says the writer, "a question of *theory versus practice*, but a question of correlated *theory and practice* in secondary education that it is important for us to recognize at the present time." Recommends school officers to observe in great detail what has happened in agriculture, in medicine, in aeronautics, etc.

- . Summary of organization and administration of 40 junior high school systems of Kansas. Educational administration and supervision, 8: 137-42, March 1922.

- Counts, George S.** The selective principle in American secondary education. School review, 30: 95-109, February 1922.  
Discusses the subject under the following heads: (1) Parental occupation and children of high-school age not in high school; (2) parental occupation and progress through school. Second paper of series. In the November 1921 number writer made an analysis of the social composition of the entire high-school populations of Bridgeport, Mount Vernon, St. Louis, and Seattle. The analysis is carried further in the present paper. Concludes that the high school is still patronized very largely by the more fortunate social and economic classes.
- Hayden, Floyd S.** Democracy in high school government. School review, 30: 187-92, March 1922.  
Describes a student-faculty cooperative government in Citrus union high school, Azusa, Calif. Gives the constitution of the welfare council of the school.
- Hollister, H. A.** The frontiers of high school development after a century of growth. School and home education, 41: 59-65, December 1921-January 1922.  
Address given before the High school conference, University of Illinois, November 1921.
- Hughes, W. H.** Provisions for individual differences in high school organization and administration. Journal of educational research, 5: 62-71, January 1922.  
Study based on a questionnaire sent to 425 high schools in the United States. Writer says that if the grouping of students according to capacities is desirable, then a much wider use of mental testing should be employed.
- Johnson, Harold.** Psychology of the high school. School review, 30: 127-30, February 1922.  
Emphasizes the benefits of a well-organized, efficient, and constructive social program in the school. Experiences in the Decatur high school, Illinois.
- Johnston, Charles Hughes.** Junior-senior high school administration, by Charles Hughes Johnston, Jesse H. Newlon, Frank G. Pickell. New York, Chicago [etc.] C. Scribner's sons [1922] x, 399 p. 12°.
- Johnston, Laura M.** Pupil participation in administering the junior high school. Elementary school journal, 22: 615-20, April 1922.  
Discusses the growth of pupil initiative, cooperation, and responsibility in solving problems of school conduct. An experiment conducted in the Junior high school of the training department, State normal school, Oshkosh, Wis.
- Nutt, Hubert Wilbur.** Principles of teaching high school pupils by means of the high school subjects. New York, The Century co., 1922. xiv, 359 p. 12°.  
(The Century education series)  
Edited by Charles E. Chadsey.
- Parker, Samuel Chester.** Exercises for "Methods of teaching in high schools"; a problem-solving method in a social science. Rev. ed. Boston, New York [etc.] Ginn and company [1922] x, 261 p. 12°.
- Preston, Carleton E.** "Getting by": a problem of high school morale. Educational review, 63: 211-26, March 1922.  
Says that the present system is "in itself responsible for much of the 'getting by' spirit, the satisfaction with mediocrity." Outlines a system of mark-keeping and routine, which would serve as a more illuminative series of records than those in use at the present time.
- Snedden, David.** High school reorganization—some practicable next steps. Educational administration and supervision, 8: 80-98, February 1922.  
Deprecates curriculum control of high schools by higher institutions. Declares it to be a mistake to assume that vocational courses can be effectively incorporated with courses of liberal education.
- Thorndike, Edward L.** Changes in the quality of the pupils entering high school. School review, 30: 355-59, May 1922.
- Uhl, Willis L.** The interest of junior high school pupils in the informational reading selections. Elementary school journal, 22: 352-60, January 1922.  
Emphasizes the keen interest of pupils in informational selections written for school use by experts; the interest of teachers in the same; and suggests guiding principles for selecting such reading matter for the junior high school study made in the intermediate school of Evanston, Ill.
- Van Denburg, Joseph King.** The junior high school idea. New York, H. Holt and company, 1922. 423 p. illus. (incl. forms) 12°.

## TEACHER TRAINING.

- Armentrout, W. D.** The use of a "sliding program" in training schools. *Educational administration and supervision*, 8: 241-49, April 1922.
- Aspinwall, William B.** Student-teaching at the Worcester state normal school. *Educational review*, 63: 379-84, May 1922.  
 "The first actual experience in student-teaching," says the writer, "is provided as early in the course as the first half-year, in order to aid the students to assimilate more completely their knowledge of the child's mental processes, to make their observations more intelligent," etc.
- Bradfield, Stella.** Observation, participation, and practice teaching for a liberal arts college. *Educational administration and supervision*, 8: 105-12, February 1922.  
 A tentative plan to meet "a purely local situation where initial work is to be done in using a city system for laboratory purposes for a liberal arts college."
- Burris, W. P.** The case method for the study of teaching. *School and society*, 15: 121-30, February 4, 1922.  
 Answers objections to the case method for the study of teaching and gives arguments for its adoption.
- Cleveland foundation. Educational commission.** The professional education of teachers in Cleveland, 1921-1922. Cleveland, Ohio, Western reserve university [1922] ix, 92 p. 8°. (Western reserve university bulletin, vol. xxv, no. 3. March, 1922)  
 Report and recommendations of an educational commission (William C. Bagley, chairman, John W. Withers, and George Galley Chambers) appointed and financed by the Cleveland foundation at the request of the joint conference committee of the Cleveland school of education and Western reserve university.
- Cross, E. A.** Spinning sand. *Educational review*, 63: 23-34, January 1922.  
 Discusses teachers' requirements and the professional training of teachers. Says that in this country we have "no adequate force of trained teachers capable of teaching the responsibilities of citizenship." Describes the present preparation of teachers as "spinning ropes of sand."
- Davis, C. O.** The training and experience of the teachers in the high schools accredited by the North central association. *School review*, 30: 335-54, May 1922.  
 Study based on a questionnaire sent to every teacher in the secondary schools accredited by the North central association. Of the 15,672 teachers reporting, all but 1,169 received their elementary education in the public schools, and 40 per cent received this education in whole or in part in rural schools.
- Finney, Ross L.** The function of sociology in the training of teachers. *Educational review*, 63: 110-20, February 1922.  
 Discusses the correspondence between civilization and education. Contends that teachers, as well as administrators, need the light that social science can throw upon educational problems.
- Hill, Lawrence Benjamin.** The legislative control of state normal schools. New York, 1921. 169 [1] p. incl. tables, forms, diagrs. 8°. Thesis (Ph. D.)—Columbia university.
- Hillyer, Thomas A.** The place of the normal school in the state system. *Educational administration and supervision*. 8: 166-74, March 1922.  
 Discusses the development of the normal school in Europe and America; its needed adjustments as regards conditions in this country, etc. Contains a bibliography.
- Lane, Jessie A.** The Fort Wayne plan of student teaching, observation and reports. *Educational administration and supervision*, 8: 42-59, 99-104, January, February 1922.  
 Gives a detailed program for the organization of student observation, graded participation, and practice teaching, organized by the writer, and put into operation in the Fort Wayne normal school in February 1920.
- Riesner, G. C. L.** The preparation of high school teachers in the state of Pennsylvania. *Educational administration and supervision*, 8: 143-65, March 1922.  
 Says the state should pay more attention to the training of its prospective high school teachers. Recommends taking over and reorganizing the schools of education at Pittsburgh and Philadelphia, turning them into state teachers' colleges, with a practice school of secondary grade established in connection with each institution.



**Schutte, T. H.** The distribution of time of student-teachers in a state teachers' college. *Educational administration and supervision*, 8: 215-22, April 1922.

An endeavor to gain an idea (1) as to how student-teachers spend the time set aside for practice teaching; and (2) how the time demanded by practice teaching compared with the time spent for a unit of credit in other subjects.

**Strayer, George D.** Relation of college departments of education to state and local school systems. *Educational administration and supervision*, 8: 193-97, April 1922.

Says that no satisfactory training can be offered without first hand contact with schools as they are commonly organized.

**Swift, Fletcher Harper.** The specific objectives of a professional course in the history of education. *Teachers college record*, 23: 12-18, January 1922.

**Waterfall, Edith A.** An English view of teacher training in America. *Educational administration and supervision*, 8: 13-35, January 1922.

Part of a report prepared for the trustees of the Frances Mary Buss memorial traveling scholarship fund, England. Contrasts educational conditions in England and America. Is very appreciative of American educational achievements. Says that we are much more advanced than England in the standardization of methods of teaching, measuring attainment, and school equipment; and that we possess a far greater equity of educational opportunity.

### TEACHERS' SALARIES AND PROFESSIONAL STATUS.

**Carnegie foundation for the advancement of teaching.** Sixteenth annual report of the president and of the treasurer. New York city, 1921. vi, 205 p. 4°. (Clyde Furst, secretary, 522 Fifth avenue, New York)

CONTENTS.—Pt. I. The financial administration of the trust.—Pt. II. The work of the year.—Pt. III. Action of various colleges and universities.—Pt. IV. The relation of medical education to medical progress.—Pt. V. Educational enquiry.—Pt. VI. Pension systems and pension legislation.—Pt. VII. De mortuis.

**Jones, Arthur J.** Appointment bureaus in colleges and universities. *Educational review*, 63: 367-78, May 1922.

Discusses the function of a placement bureau in a college or university.

**National education association.** Salary schedules, 1920-1921; cities of the United States of 100,000 population or over. Washington, D. C., The National education association, 1922. 31 p. 8°. (Bulletin no. 19)

**Smith, Walter R.** The professional status of teaching. *Educational review*, 63: 35-49, January 1922.

Advocates the perfecting of virile teachers' organizations. Says that the greatest handicap to the growth of a professional spirit among teachers lies in the temporary nature of teaching tenure and personnel.

**Texas. University.** Conference upon the teacher-problem in Texas. Austin, The University, 1922. 95 p. 12°. (University of Texas bulletin, no. 2209: March 1, 1922)

CONTENTS: C. A. Nichols: The status of Texas high-school teachers.—Lida Hooe: Status of the teachers of art in the public schools of Texas.—Elfreda Littlejohn: The present status of public school music in Texas.—W. B. Mikesell: Commercial education in Texas.—N. S. Hunsdon: Manual training in Texas.—Jessie Harris: Survey of the needs in home-making education in Texas.—M. L. Hayes: A study of the teaching of agriculture in public schools of Texas.—A study with reference to the status of physical education teachers in Texas.—B. F. Pittenger: Teacher-training at the university, the agricultural and mechanical college, and the college of industrial arts.—R. L. Marquis: The functions of the normal colleges in the solution of the teacher-problem.—J. O. Leath: Teacher training in junior colleges in Texas.

## HIGHER EDUCATION.

**Association of American colleges.** The proceedings of the eighth annual meeting, January 1922. New York, Association of American colleges, 1922. [53]-185 p. 8°. (*Its Bulletin*, vol. 8, no. 3, March 1922) (Robert L. Kelly, executive secretary, 111 Fifth avenue, New York city)

Contains: 1. Lucia R. Briggs, J. H. Kirkland, Ellen F. Pendleton, E. M. Hopkins: College objectives and ideals, p. 57-74. 2. Spencer Miller, jr.: The university and the American worker, p. 75-94. 3. C. N. Cole: Report of the commission on academic freedom and academic tenure, p. 94-104. 4. O. E. Randall: Report of the commission on sabbatic leave, p. 104-18. 5. A. E. Morgan: Education for symmetry, p. 118-27. 6. D. J. Cowling: The Congregational foundation for education, p. 135-42. 7. Howard McClenahan, C. Mildred Thompson, E. M. Hopkins: Limitation of enrolment in colleges, p. 142-62. 8. G. F. Zook: The residence of students in higher institutions, p. 162-77. 9. J. J. Tigert: Professorial salaries, p. 178-85.

**Association of American universities.** Journal of proceedings and addresses of the twenty-third annual conference held at the University of Missouri, November 4-5, 1921. 89 p. 8°. (David A. Robertson, secretary, University of Chicago, Chicago, Ill.)

Contains papers and addresses on (1) Concerted action towards full support of scholarly publication, p. 27-45; (2) The organization of freshman year, p. 68-71; (3) Aspects of the junior-college problem, p. 77-86.

**Association of colleges and secondary schools of the Southern States.** Proceedings of the twenty-sixth annual meeting, Birmingham, Ala., December 1-2, 1921. Durham, N. C., The Seeman printery, incorporated [1922?] 151 p. 8°. (Edward A. Bechtel, secretary, Tulane university, New Orleans, La.)

Contains: 1. B. L. Kelly: Tendencies in the college curriculum, p. 104-10. 2. J. E. White: The denominational colleges and the Southern association, p. 110-19. 3. H. D. Phillips: Inter-collegiate athletics and the college faculty, p. 123-35.

**National association of state universities.** Transactions and proceedings. Vol. 19, 1921. Regular annual meeting held at New Orleans, November 7 and 8, 1921. Edited for the association by Frank L. McVey, secretary, Lexington, Ky. 142 p. 8°.

Contains: 1. E. A. Birge: Presidential address—Clerkship and merchandise, p. 9-22. 2. F. J. Yance: The relation of state universities to Spanish American educational problems, p. 22-28. 3. P. H. Goldsmith: Official instruction in the countries of middle and southern America, p. 28-51. Discussion by R. E. Vinson, p. 51-53. 4. T. F. Kane: University problems—Uniform methods of calculating the per capita cost of education, p. 53-68. 5. Lloyd Morey: Comparative financial statistics of state universities, p. 68-78. 6. E. C. Elliott: Shall student attendance of state universities be limited? p. 78-90. 7. S. P. Capen: The resources of state universities, present and future, p. 91-99. 8. David Kinley: The advantages of state universities and their relation to the public, p. 99-110. 9. J. J. Tigert: The relation of the federal Bureau of education to the state universities and colleges, p. 110-21.

**Alderman, Edwin A.** The meaning of universities. *World's work*, 43: 248-51, January 1922.

**Arnett, Trevor.** College and university finance. New York, General education board, 1922. xi, 212 p. tables. 12°.

**Beasley, Bancroft.** The relative standing of students in secondary school, on comprehensive entrance examinations, and in college. *School review*, 30: 141-47, February 1922.

Study based on data obtained from school, examination, and early college records of 423 men admitted to Harvard college under the new plan. Every candidate under this plan is required to submit a record of his secondary school work and to take four comprehensive examinations set by the College entrance examination board.

**Burton, M. L.** What must the colleges do? *Journal of the New York state teachers' association*, 8: 230-37, January 1922.

The colleges must train students to work thoroughly, to think accurately, to know their own day, and to be men of integrity.

- Caulery, Maurice.** Universities and scientific life in the United States; tr. by James Haughton Woods and Emmet Russell. Cambridge, Harvard university press, 1922. xvii, 269 p. 8°.
- Clark, Thomas Arkle.** The passing of the chaperon. *Atlantic monthly*, 129: 516-19, April 1922.  
Observations on the evolution of social life in university student circles.
- . The personal touch. *Christian education*, 5: 3-18, March 1922.  
The personal relationship which should exist between the students at college and the faculty would be a source of inspiration, of moral and intellectual strength.
- Coffman, Lotus D.** What part shall the colleges and universities play in the American program of education? *American education*, 25: 252-55, February 1922.  
Discusses such questions as the desirability of universities freeing themselves from all work, not of university grade; the giving of credit towards a degree for approved high school work, etc.
- Feuillerat, Albert.** Six mois à l'université Yale. *Revue des deux mondes*, 92 (t. 7): 631-63, February 1; (t. 8): 431-58, March 15, 1922.  
Gives the experiences and impressions of the writer as an exchange professor in Yale university.
- Gatchell, Earle.** A bank for students. *Survey*, 47: 949-50, March 18, 1922.  
Discusses the need of a students' bank, "national in scope, charging legal interest which would give the deserving student long-time loans on a strictly business basis," etc.
- Goucher college, Baltimore.** The Missouri system of grading. *Baltimore, Md-* [1922] 8 p. 8°. (*Bulletin of Goucher college* [new ser. II, vol. 9, no. 4, February, 1922])
- Greenough, C. N.** Harvard's new way. *Journal of education*, 95: 347-49, March 30, 1922.  
Dean Greenough writes about the selection of raw material, how to study, and the "general examination" idea.
- Henle, James.** Unhonored educational honors. *North American review*, 215: 249-54, February 1922.  
Says that college instruction is still under the domination of the fact tradition. But a revolt is well under way. The endeavor should not be to fill the students' brain with as many facts as possible, but rather "to assist him to comprehend and judge the forces which have created our present society and which are directing its development."
- Hopkins, L. Thomas.** The marking system of the College entrance examination board. Cambridge, The Graduate school of education, Harvard university, 1921. 15 p. incl. diagrs. 8°. (*Harvard monographs in education*, whole no. 2. Ser. 1. no. 2—*Studies in educational psychology and educational measurement*, ed. by W. F. Dearborn, ser. 1, no. 2)  
"Selected references": p. 15.
- Howe, Charles S.** Our overcrowded colleges. *School and society*, 15: 35-41, January 14, 1922.  
Institutions have not the right to admit more students than they can properly teach. Scholarship should be placed before numbers.
- Hull, Callie, and West, Clarence J.** Doctorates conferred in the sciences by American universities in 1921. *Science*, n. s. 55: 271-79, March 17, 1922.  
Statistical compilation. Gives theses distributed according to subject; names of authors, etc.
- Key, David M.** The world supply of college men. *Educational review*, 63:326-35, April 1922.  
A statistical study of American and European higher institutions of education.
- Kirkpatrick, J. E.** Control of university policy. *Survey*, 47:565-66, January 7, 1922.  
Advocates faculty control, which would do away with that "overgrown and impossible office, so peculiar to America, the college presidency."

**Kirkpatrick, J. E.** Responsible university control. *Survey*, 47:804-5, March 4, 1922.

A plea for the development of a representative and responsible government for our universities.

**Leacock, Stephen.** Oxford as I see it. *Harper's magazine*, 144:738-45, May 1922.

Says that "Oxford is a noble university. It has a great past. It is at present the greatest university in the world; and it is quite possible that it has a great future. Oxford trains scholars of the real type better than any other place in the world."

**Scales, Laura W. L.** Shall we fear the large college? *Educational review*, 63: 299-306, April 1922.

Emphasizes the necessity of personal relationships—the human touch in education, which some of the large institutions lack.

**Spender, Harold.** Oxford after many days. *Fortnightly review*, n. s. 111: 52-62, January 1922.

An appreciative and brief historical study of Oxford university.

**University of Iceland.** *Educational times (London)* n. s. 4: 18-19, January 1922.

**Virginia. University.** The centennial of the University of Virginia, 1819-1921.

The proceedings of the centenary celebration, May 31 to June 3, 1921. New York and London, G. P. Putnam's sons, 1922. xi, 235p. front., plates. 4°.

**Warner, Arthur.** "Fiat lux"—but no red rays. *Nation*, 114: 364-65, March 29, 1922.

A discussion of academic freedom at blank university.

### FEDERAL GOVERNMENT AND EDUCATION.

**National education association.** Department of superintendence. A national organization for educational service. Addresses at the Chicago meeting. February 27, 1922. *Educational record*, 3: 114-50, April 1922.

Contains: 1. Alexander Inglis: Federal policies in education, p. 114-25. 2. G. D. Strayer: The need of a national organization for educational service, p. 126-31. 3. S. P. Capen: A plea for reconsideration, p. 132-34. 4. E. C. Broome: A national organization for educational service, p. 135-39. 5. Olive N. Jones: The need of national organization for educational service, p. 140-46. 6. W. A. Jessup: Can effective leadership be secured through a secretary of education in the cabinet? p. 147-50.

**Fitzpatrick, Edward A.** Federalization and state educational bankruptcy. *Educational review*, 63: 402-11, May 1922.

Concludes that the ideal arrangements of a federal agency of education would be a federal board of education in the same legal position as the United States commerce commission, or, as has been recently suggested, the Smithsonian institution.

**Illinois. University.** Proceedings of a conference on the relation of the federal government to education. Installation of David Kinley as president of the University of Illinois. December 1 and 2, 1921. Urbana, the University of Illinois, 1922. 110p. front. (port.) 8°. (*University of Illinois bulletin*, vol. 19, no. 23, February 6, 1922).

Contains: 1. Eugene Davenport: Early congressional appropriations for education.—2. S. P. Capen: Recent federal legislation for education.—3. David Kinley: The relation of state and nation in educational policy.—4. E. W. Allen: Problems of administering federal appropriations.—5. W. O. Thompson: Problems of state universities in administering federal funds.—6. H. M. Townner: Federal aid to education, its justification, degree, and method.—7. Thomas Sterling: Constitutional and political significance of federal legislation on education.—8. Discussion of the papers.

**Jones, Olive M.** The need of national organization for educational service. *Educational review*, 63: 395-401, May 1922.

Writer says that education should be nationally organized, so that there may obtain equality of educational opportunity, apparently threatened in times past by political or commercial or industrial or religious combinations.

**Judd, Charles H.** Federal participation in education. *Elementary school journal*, 22: 494-504, March 1922.

Reviews the symposium on federal participation in education published in February number. Concludes that some careful, analytical thinking will have to be done before a department of education is established.

**Judd, Charles H.** Federal standards of educational administration. *Elementary school journal*, 22: 414-26, February 1922.

A study of the opinions of leading educators on federal participation in education. Arguments for and against a federal department of education.

**Kinley, David.** The relation of state and nation in educational policy. *School and society*, 14: 589-600, December 24, 1921.

Installation address as president of the University of Illinois, December, 1921.

Education must be kept out of federal bureaucratic control.

**Learned, Henry B.** The educational function of the national government. *Educational record*, 3: 3-17, January 1922.

Reprinted from *American political science review*, 15: 335-49, August 1921.

**Mann, Charles R.** Federal organization for education. *Educational review*, 63: 102-9, February 1922.

Recommends the creation of a federal education commission, consisting of five noted educators appointed by the President, their terms of office being five years. The appointments might be so made that the term of one member would expire each year. This commission would be limited in its activities to those functions which "do not include administration and financial support of civilian schools." The commission would be in lieu of the Bureau of education.

**Sterling, E. Blanche.** Federal participation in a health program for schools. *Elementary school journal*, 22: 279-85, December 1921.

Describes the work of the child hygiene section of the U. S. Public health service. Says that the health supervision of school children should be standardized, and recommends the cooperation of the federal government in this regard.

#### SCHOOL ADMINISTRATION.

**Bruce, William G.** The American school tax problem. *American school board journal*, 64: 42-44, February 1922.

The first of a series of articles on school taxation.

**Cubberley, Ellwood P.** Public school administration; a statement of the fundamental principles underlying the organization and administration of public education. [Rev. ed.] Boston, New York [etc.] Houghton Mifflin company [1922] xviii, 479 p. illus. (incl. maps) diags. (part fold.) 12°. (Riverside text books in education, ed. by E. P. Cubberley)

**Finegan, Thomas E.** Co-operation between the state and the school district. 16 p. 8°. Harrisburg, Pa. (*Pennsylvania school journal* (Supplement) vol. 70, no. 7, March 1922).

**Fitzpatrick, Edward A.** A comprehensive state education programme. *School and society*, 15: 186-91, February 18, 1922.

Boards of education have become so involved in educational routine that they lack educational vision. A planning department is needed in every state educational machinery.

**Lindsay, E. E.** Iowa school taxation. *Educational administration and supervision*, 8: 65-79, February 1922.

Writer contends that "if all real and personal properties in Iowa were taxed at their real worth or at a uniform percentage of that worth the problems of school finance would find easy solution."

———. School finance in Iowa. *Journal of educational research*, 5: 112-19, February 1922.

Discusses the relation of expenditures for schools to expenditures for other municipal purposes in Iowa towns and cities.

**Moehlman, Arthur B.** An analysis of the 1922-1923 budget requests of the Board of education, city of Detroit, by Arthur B. Moehlman, J. F. Thomas and H. W. Anderson. [Detroit, Board of education, 1922] 64 p. illus., diags. 8°. (*The Detroit educational bulletin. Research bulletin*, no. 8. Feb., 1922)

- Morrison, John Cayce.** The legal status of the city school superintendent. Baltimore, Warwick & York, inc., 1922. 162 p. 12°. Pocket contains folded chart, table.
- Neale, Mervin Gordan.** School reports as a means of securing additional support for education in American cities. Columbia, Mo., The Missouri book company, 1921. xii, 137 p. illus. tables. 8°. Bibliography: p. 132-37.
- Pryor, H. C.** Some recurring problems of administration. Educational administration and supervision, 8: 205-8, April 1922.  
Endeavors to throw light on the vexing questions, "How many hours should students be permitted to carry?" "How late should they be permitted to enter?" "Should they be permitted to register for courses in residence and complete them *in absentia*?"
- Rhode Island: Special commission on public school finance and administration.** Report of the special commission on public school finance and administration appointed by resolution of the general assembly approved April 23, 1920. Presented to the general assembly, February 28, 1922. Providence, E. L. Freeman company, printers, 1922. 37 p. 8°.
- Thomas, John M.** Correlation among the various units of public educational institutions. Pennsylvania school journal, 70: 239-42, March 1922.  
Address delivered before the High school department, Pennsylvania state education association, December 1921.
- Wright, Judson S.** Financial independence of boards of education. Educational review, 63: 193-97, March 1922.  
Contents that boards of education in our cities should be financially independent of the municipal authorities. Such financial independence has already been secured by statute in a number of states.

### SCHOOL MANAGEMENT.

- National education association. Department of elementary school principals.** Proceedings, 1921. Washington, D. C., National education association, [1922] 46 p. 8°. (Bulletin no. 18)
- Agarter, Rose E.** The duties of the student adviser. School review, 30: 37-44, January 1922.  
Work of a student adviser as exemplified in the East high school of Cincinnati, Ohio. Boys and girls often seek advice in regard to physical ailments. The adviser relieves the principal of many minor administrative duties.
- Benson, A. F.** The public school principal. American school board journal, 64: 49-50, March 1922.
- Hawley, W. E., and Pechstein, L. A.** Diminishing returns in reducing non-promotion. Elementary school journal, 22: 584-96, April 1922.  
Concludes that radical reduction in nonpromotion can not honestly be secured without radical reorganization of the school system.
- Hudelson, Earl.** The profession of principal. School review, 30: 15-23, January 1922.  
Study based on a questionnaire sent in February, 1921, to all of the high-school principals of West Virginia. Says that the chief academic deficiency of applicants for high-school positions in West Virginia is lack of specific preparation, and the chief professional deficiency is inadequate professional training.
- Judd, Charles H.** The scientific technique of curriculum-making. School and society, 15: 1-11, January 7, 1922.  
The author clearly points out problems in curriculum-making in order to stimulate the consideration of scientific methods to be used in place of the present day hit-and miss ones.
- Moore, Jennie.** Putting the responsibility of seventh and eighth grade failures up to teachers and principals. Inter-mountain educator, 17: 199-202, January 1922.

**Saul, Ernest L.** Professional teachers' meetings for the high school. *School review*, 30: 371-77, May 1922.

Emphasizes the value of extra-curriculum activities. Gives suggestions on class management, etc.

**Seashore, C. E.** Sectioning classes on the basis of ability. *School and society*, 15: 353-58, April 1, 1922.

The opportunities offered by the principle of sectioning classes are given by the author, who advocates sectioning.

**Spencer, P. R.** A high-school principal's self-rating card. *School review*, 30: 268-73, April 1922.

**Young, Eula and Simpson, M. R.** A technique for the lengthened period. *School review*, 30: 199-204, March 1922.

Discusses the 62 minute period of the Bucyrus high school, Ohio.

### SCHOOL BUILDINGS AND GROUNDS.

**Illinois. Department of public instruction.** Representative Illinois high school buildings; types of modern school building construction and suggestions for the use of directors and boards of education. Issued by Francis G. Blair, superintendent of public instruction. Printed by authority of the state of Illinois. [Springfield, Ill., Phillips bros. print., 1921] 94 p. Illus. plans. 8°. (Circular no. 158)

**Ittner, William B.** The planning and construction of modern school plants. St. Louis, Mo., 1922. 38 p. illus. 4°.

**Our dangerous schoolhouses.** *American city*, 26:14-15, January 1922.  
Statistics of fire losses in schools.

**Robinson, Charles Morrison.** Norfolk County and South Norfolk city school housing survey, 1921. James A. Hurst, superintendent, Charles M. Robinson, school architects. Richmond, Va., W. C. Hill printing co., 1922. cover-title, 24 p. 3 fold. maps. 8°.

———. Portsmouth, Virginia, public schools; report and survey of school housing conditions. Copyrighted, Charles M. Robinson, school architects, Portsmouth public schools. Richmond, Va., W. C. Hill printing co., 1921. cover-title, 18 p. diags. 8°.

### SCHOOL HYGIENE AND SANITATION.

**American public health association. Committee on school health program.** Report. *American journal of public health*, 12:207-11, March 1922.

Read before the provisional child hygiene group of the American public health association at the 50th annual meeting, New York city, November 15, 1921, and adopted by a vote of those present.

**Cobb, Walter Frank.** Graded outlines in hygiene. Book one. Yonkers-on-Hudson, New York, World book company, 1922. vii [1] 214 p. 12°.

**Cortright, E. E.** A comprehensive health program for public elementary schools—its necessity and scope. *Education*, 42:325-38, February 1922.

Says that such a program should embrace the following factors: (1) program of physical training activities; (2) program for controlling growth handicaps; (3) program for right and efficient living; and (4) compulsory health education. Cites evidence of physical defects as disclosed by the war draft and by numerous educational surveys.

**Emerson, William R. P.** Nutrition and growth in children. New York, London, D. Appleton and company, 1922. 341 [1] p. front., plates, forms, (1 fold.) tables, diags. 12°.

**Hoefler, Carolyn.** Methods of health instruction in the fourth and fifth grades. *Elementary school journal*, 22:361-71, January 1922.

Emphasizes the necessity of measuring the results of teaching health habits. Presents bibliographical data.

**Hoefler, Carolyn.** Methods of health instruction in the sixth grade. *Elementary school journal*, 22:535-43, March 1922.

Says that the psychological characteristics of children of this age afford abundant opportunity for correlating health instruction with English, history, and arithmetic.

**Kuhnert, Julius.** Child health and the public schools. *American city*, 26:149-51, February 1922.

General review of the subject.

**Neal, A. O.** Open-air dormitories at the University of Arizona. *Nation's health*, 4:49-51, January 1922.

Illustrated with diagram and pictures.

**Palmer, George T.** Detroit's experience with undernourished school children. *American journal of public health*, 12:134-37, February 1922.

Discusses the city's program against malnutrition in public schools, and the results obtained.

**Roberts, Lydia.** Malnutrition, the school's problem. *Elementary school journal*, 22:457-67, February 1922.

**Sobel, Jacob.** Control of the cardiac diseases of childhood. *Nation's health*, 4:54-58, January 1922.

Discussion of a report on methods for the control of cardiac diseases made under the auspices of the commissioner of health of New York city. Data regarding cardiac troubles found among school children of the elementary schools of New York.

**Wile, Ira S.** Laziness in school children. *Mental hygiene*, 6:68-82, January 1922.

Discusses the psychical and physiological conditions that underlie laziness in school children. Calls attention to the influence exercised during adolescence by glandular readjustments; the effect upon personality that arises from dysfunction of the thyroid and pituitary glands.

**Wingert, H. Shindle.** Ohio state university student health service. *Nation's health*, 4:109-11, February 1922.

The student health service devotes the major part of its time to the preservation of health and the prevention of sickness.

### PHYSICAL TRAINING.

**Brumbaugh, M. G.** Physical training for all children. *World's work*, 44:110-12, May 1922.

The progress of physical education in the United States and foreign countries.

**Burnham, William H.** The newer aims of physical education and its psychophysical significance. *American physical education review*, 27:1-7, January 1922.

The educational, mental, and moral significance of the newer conception of physical education.

**Chase, Daniel.** The program of physical education. *Educational review*, 63: 57-66, January 1922.

Concludes that the school is the natural center for physical education, which embraces health inspection; charting of physical and mental conditions; and the play activities of children.

**Cleveland.** Board of education. Syllabus of physical education for elementary grades, Cleveland public schools. [Cleveland], The Division of publications, Cleveland board of education, 1922. 58 p. 8°.

"References": p. 3-4.

**Meiklejohn, Alexander.** Intercollegiate athletics. *Outlook*, 130:387, March 8, 1922.

The writer says that our intercollegiate games are over-managed, and over-coached; that they are managed by outsiders, coached by outsiders, and in a real and lamentable sense, played by outsiders. He suggests cooperation between the large universities to the end that boards of control be scrapped, as well as the armies of coaches, and that the games be managed, coached, and played by undergraduates.

**Mitchell, E. D.** Making athletics a bigger part of physical education. *American physical education review*, 27:51-58, February 1922.

The article discusses athletics under three headings—reform, new opportunities and incentives, and compulsion.



**O'Brien, F. P. and Barbee, F. H.** The need of a corrective gymnastic department in the public elementary school. *Educational administration and supervision*, 8: 175-89, March 1922.

Concludes that since conditions of health and physical efficiency for boys and girls are closely related to the general social welfare, this need should be the concern of the public school.

**Sundwall, John.** The relation of athletics to physical education. *Educational review*, 63: 198-210, March 1922.

Considers the subject under the heads of: (1) The promotion and conservation of students' health; (2) symmetrical and harmonious development of the body; (3) cultivation of a lasting desire to be active and habits of and pleasure in activity; (4) research and investigation.

**Thaler, William H.** The relation of physical education to a national health program. *Mind and body*, 28: 901-10, February 1922.

Delivered before the Physical education section of the Missouri state teachers' association, November 1921.

### PLAY AND RECREATION.

**Cooper, John M.** The school playground and its equipment. *Catholic educational review*, 20: 93-99, February 1922.

**Rainwater, Clarence E.** The play movement in the United States; a study of community recreation. Chicago, Ill., The University of Chicago press, [1922] 371 p. plates. 12°.

### SOCIAL ASPECTS OF EDUCATION.

**Dowell, Edward S.** Eat and talk club. *Journal of education*, 95: 268-70, March 9, 1922.

An experiment begun at Bucyrus high school which secures for the boy a substantial training in social citizenship.

**Hall, Anne H.** How a parent may help a teacher. *Child-welfare magazine*, 16: 75-81, December 1921.

**Hartman, Gertrude.** The child and his school; an interpretation of elementary education as a social process. New York, E. P. Dutton & company, [1922] 248 p. 12°.

Contains "Reading".

"Bibliography of sources": p. 191-248.

**Jordan, Edward B.** The educational function of the home. *Catholic educational review*, 20: 3-12, January 1922.

The home is the most important agency of formal education.

**McKenzie, R. D.** The neighborhood: a study of local life in the city of Columbus, Ohio. *American journal of sociology*, 27: 589-610, March 1922.

Among other things takes up the subject of education and delinquency. To be continued.

**Meyer, Harold D.** The parent-teacher association; a handbook for North Carolina. Chapel Hill, N. C., The University, 1922. 80 p. 8°. (University of North Carolina extension bulletin, vol. I, no. 10. February 1, 1922)

**Painter, George S.** The home as educator. *American education*, 25: 348-54, April 1922.

Shows how the home can be made one of the most fundamental educational institutions.

**Voelker, Paul Frederick.** The function of ideals and attitudes in social education; an experimental study. New York city, Teachers college, Columbia university, 1921. v, 126 p. incl. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 112)

**Winston, Walter C.** The socialized recitation. *Elementary school journal*, 22: 575-83, April 1922.

Says that the socialized recitation is founded on the basic principle in education that self-activity is necessary for growth. Discusses its advantages.

## CHILD WELFARE.

**Burdge, Howard G.** Our boys; a study of the 245,000 sixteen, seventeen and eighteen year old employed boys of the state of New York. [Albany, J. B. Lyon company, printers, 1921] 345 p. front., charts, tables. 8°. (At head of title: State of New York. Military training commission. Bureau of vocational training)

## MORAL EDUCATION.

**Barden, Carrie.** Direct moral education: an experiment. *Education*, 42: 296-304, January 1922.

An experiment undertaken in a primary methods class of a teachers' college. The basis of the work was the \$5,000 prize code of morals written by Prof. Hutchins, of Oberlin college.

**Everyday manners for American boys and girls**, by the faculty of the South Philadelphia high school for girls. Illus. by Ethel C. Taylor. New York, The Macmillan company, 1922. xii, 115 p. illus. 12°.

**Filter, Raymond O.** An experimental study of character traits. [n. p., 1921] 297-317 p. 8°.

Thesis (Ph. D.)—University of Minnesota, 1921.

Reprinted from the *Journal of applied psychology*, December, 1921, vol. V.

**Norton, Susan W.** Moral education in the public schools. *Education*, 42: 408-13, 464-72, March, April 1922.

Says that moral education includes two things: (1) Moral instruction, in which the child is inductively presented with data with which to form ideals; and (2) moral training, by which he is furnished the conditions for embodying his ideal. Concludes that the schools as at present organized do not furnish these conditions. Second paper gives an inductive lesson on morals.

## RELIGIOUS AND CHURCH EDUCATION.

**Bailey, Albert Edward.** The use of art in religious education. New York, Cincinnati, The Abingdon press [1922] 163 p. front., illus. 12° (The Abingdon religious education texts. D. G. Downey, general editor)

**Betts, Anna Freelove.** Mother-teacher of religion. New York, Cincinnati, The Abingdon press [1922] 290 p. front. illus., music. 12°. (The Abingdon religious education texts. David G. Downey, general editor. George H. Betts, associate editor).

**Betts, George Herbert.** The new program of religious education. New York, Cincinnati, The Abingdon press [1921] 105 p. 12°. (The Abingdon religious education texts. David G. Downey, general editor. George H. Betts, associate editor.)

Bibliography: p. 104-105.

**Burroughs, P. E.** Building a successful Sunday school. New York, Chicago [etc.] F. H. Revell company [1921] 192 p. illus., plans. 12°.

**Chassell, Clara F.** Some new tests in religious education. *Religious education*, 16: 318-36, December 1921.

**Colleges and religion; by an instructor.** *Scribner's magazine*, 71: 573-76, May 1922.

The writer finally asks: "Must we not conclude that the real problem of the religious life of our undergraduates lies in the character of the men who compose our faculties?"

**Dillard, Frank G.** Buildings for church and school. *Sunday school journal*, 54: 10-14, 23, January 1922.

Plans for a modern Sunday school are given.

**Leo, Brother.** The story of St. John Baptist de la Salle, founder of the institute of the brothers of the Christian schools. Introduction by Most Rev. Patrick J. Hayes. New York, P. J. Kenedy & sons, 1921. 135 p. front. 12°.

- McCormick, William B.** Catholic education in Haiti. *America*, 26: 223-24, December 24, 1921.
- Meredith, William V.** Pageantry and dramatics in religious education. New York, Cincinnati, The Abingdon press [1921] 212 p. front., plates. 8°. (The Abingdon religious education texts. David G. Downey, general editor. Community training school series, Norman E. Richardson, editor.)
- Ryan, James H.** A catechism of Catholic education. Washington, D. C., National Catholic welfare council, Bureau of education, 1922. 98 p. incl. diags. 12°.
- Squires, Walter Albion.** The week day church school; a historical sketch, brief analysis, an attempted evaluation of the organized efforts to furnish week day religious instruction to pupils of elementary and high school age in the United States; with an introduction by Harold McA. Robinson. Philadelphia, Presbyterian board of publication and Sabbath school work, 1921. 168 p. front., charts. 12°.
- Stout, John Elbert.** Organization and administration of religious education. New York, Cincinnati, The Abingdon press [1922] 287 p. 12°. (The Abingdon religious education texts. D. G. Downey, general editor. Community training school series. N. E. Richardson, editor.)  
Author is professor of administration in religious education, Northwestern university.
- Weigle, Luther Allen.** The training of children in the Christian family. Boston, Chicago, The Pilgrim press [1922] ix, 224 p. 12°.  
References at end of the chapters.
- Wellson, J. E. C.** The Bible in the schools. *Nineteenth century*, 91: 317-25, February 1922.  
Urges the restoration of the Bible in the curriculum of the British national system of education.

#### MANUAL AND VOCATIONAL TRAINING.

- Dooley, W. H.** New York city textile high school. *School review*, 30: 281-87, April 1922.  
Gives courses of study with comments on same, also a historical sketch of the school and its influence as a vocational center.
- Edgerton, A. H.** The present status of industrial arts education in our elementary schools. *Manual training magazine*, 23: 335-43, April 1922.  
The first of a series of three articles which are the result of a study of 141 selected school systems.
- Greene, L. S.** School shop installation and maintenance. Peoria, Ill., The Manual arts press [1922] 100 p. illus. 12°.
- Morgan, Arthur E.** What is college for? *Atlantic monthly*, 129: 642-50, May 1922.  
An exposition of the Antioch college plan of education.
- Snedden, David.** Sham versus genuine vocational education. *Educational review*, 63: 288-98, April 1922.  
An approval and interpretation of an address on vocational education, given by President Butler of Columbia university at the annual convocation of the University of the state of New York. Discusses "the most evident signs of 'sham' vocational education in public or endowed schools."
- Toops, Herbert Anderson.** Trade tests in education. New York city, Teachers college, Columbia university, 1921. vi, 118 p. incl. plates, tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 115.)
- Voorhees, James H.** An experiment carried on with the pupils of the Russell prevocational room. *Journal of educational research*, 4: 378-89, December 1921.  
The prevocational room of the Russell school, Detroit, Mich., consists of about 50 pedagogically retarded boys who have been eliminated from the regular grades through the psychological clinic and placed by themselves as a select group. Concludes that these boys are able to compete with the usual lad far more satisfactorily in the industrial world than they are in the pursuit of academic knowledge. That being the case, the program for these pupils should center around the industrial idea.

**Winalow, Leon Loyal.** Art and industrial arts; a handbook for elementary teachers. Albany, The University of the state of New York press, 1922. cover-title, [3]-63 p. 8°. (University of the state of New York bulletin, no. 740, August 15, 1921.)

— An industrial arts program for the junior high school. *School and society*, 15: 95-99, January 28, 1922.

In junior high-school industrial arts, emphasis should be placed upon general, cultural, and educational values as opposed to specific trade training.

### VOCATIONAL GUIDANCE.

**Miner, J. B.** An aid to the analysis of vocational interests. *Journal of educational research*, 5: 311-23, April 1922.

Describes a blank form for training pupils to analyze their work interests; the blank has been successfully used in the Pittsburgh high schools, and the school systems of Erie, Pa., and Seattle, Wash. "The plan," says the writer, "differs from other self-analysis blanks in being devoted entirely to the problem of relating the vocational choice to fundamental personal interests."

**Schultz, Frederick.** Vocational guidance in the junior high school. *Educational review*, 63: 238-46, March 1922.

Says that vocational guidance in the junior high school is the biggest problem in the educational arena today.

**Weaver, E. W.** Building a career. New York, Association press, 1922. xviii, 262 p. plates. 12°.

### WORKERS' EDUCATION.

**Rosenstock, Eugen.** The Academy of labor at Frankfort-on-the-Main. *Journal of education and School world* (London), 54: 28-29, January 2, 1922.

Describes the organization and activities of the Academy of labor in the University of Frankfort, Germany.

**Yearlee, Basil A.** The educational settlement. *Survey*, 47: 562-64, January 7, 1922.

Types of educational settlements in Great Britain, and their activities. The standards of work are high. Most of these institutions have at least one university tutorial class; some have two or three. These are organized by the Workers' educational association in cooperation with a university.

### AGRICULTURE.

**Oregon.** Department of education. Club work of Oregon boys and girls, 1922.

A brief review with some suggestions for the future, prepared by State department of education, J. A. Churchill, superintendent of public instruction cooperating with the Oregon agricultural college and the U. S. Department of agriculture. Salem, Or., State printing department, 1922. 68 p. fold. plate, illus. 8°.

**Boe, H. B.** Minimum mathematical requirements for agricultural study. *Mathematics teacher*, 15: 30-42, January 1922.

### HOME ECONOMICS.

**Beery, Pauline G.** A practical course in household chemistry. *Journal of educational research*, 5: 129-34, February 1922.

Discusses a course instituted at the Pennsylvania state college during the present school year.

**Chalman, Samuel A.** Space requirements for home economics. *American school board journal*, 64: 41-43, 127-28, January 1922.

**Happgood, Olive C.** School needlework; a book written for the beginner of any age and in any school. Rev. and largely rewritten by Ella J. Spooner. Boston, New York [etc.] Ginn and company [1922] v, 151 p. illus. 12°.

**Tilson, Agnes.** Organizing the supervision of home economics practice teaching. *Educational administration and supervision*, 8: 223-33, April 1922.

A study based on opinions given by 50 experienced teachers and supervisors of home economics attending Teachers college. New York city, as to the "common weaknesses and difficulties of young, inexperienced teachers."

## COMMERCIAL EDUCATION.

**Church, Arthur L.** The training of a secretary. Philadelphia and London, J. B. Lippincott company, 1922. 193 [1] p. front., plates. 12°. (Lippincott's training series.)

**Commission of the Association of collegiate schools of business.** Social studies in secondary education. *Journal of political economy*, 30: 1-55, February 1922.

This Commission of the Association of collegiate schools of business was appointed in November, 1919, to study and report upon the question of appropriate correlation of secondary and collegiate education, with particular reference to business education. It includes representatives appointed respectively by the Association of secondary school principals, the American federation of labor, the National industrial conference board, and the Association of collegiate schools of business.

CONTENTS.—1. Introduction.—2. Social studies in the business curriculum.—3. The previous proposals concerning social studies in secondary schools.—4. The actual position of social studies in secondary schools.—5. The actual position of social studies in secondary commercial curricula.—6. What the collegiate schools of business do by way of correlation.—7. The administrative reorganization of our school system.—8. The proposal of the commission.

**Dickinson, Z. Clark.** The psychology course in business education. *Journal of political economy*, 30: 88-97, February 1922.

**Donham, Wallace B.** Business teaching by the case system. *American economic review*, 12: 53-65, March 1922.

The writer is a member of the Graduate school of business administration of Harvard university. He says that the appearance in the last two years of several case books in business has raised the question as to what extent the case system of the law schools is applicable to other teaching, and particularly to instruction in business.

**Hoover, S. R.** College for the student of the commercial high school. *Journal of education*, 95: 118-20, February 2, 1922.

"The business man needs the college and the college needs the business man."

**Richardson-Robinson, F.** A program for psychology in a college of commerce and administration; by F. Richardson-Robinson, F. A. Kingsbury, and E. S. Robinson. *Journal of political economy*, 30: 98-107, February 1922.

**Theyskens, J.** A Jesuit higher school of commerce and finance. *Catholic world*, 114: 532-35, January 1922.

Describes the Antwerp St. Ignatius institute, which was founded by the Jesuit order in 1852.

## PROFESSIONAL EDUCATION.

## LAW.

**Jones, Henry C.** The function of a state university law school. *Illinois law quarterly*, 4: 1-11, December 1921.

Says that state schools should emphasize the nobility and obligation of public service. Sums up the characteristics of state university law schools.

**Unstead, J. F.** The study and teaching of international relations. *Geographical teacher* (London) 11: 136-40, 1921.

Published during the autumn of 1921.

## MEDICINE.

**Davis, Michael M. and Sturges, Gertrude E.** The use of the outpatient department as a teaching field for interns. *Journal of the American medical association*, 78: 1435-39, May 13, 1922.

Studies based on replies to a questionnaire which was sent to the superintendents of 300 large hospitals in the United States, and to the deans of medical colleges.

**Eycleshymer, A. C.** Individualism in medical education. *Science*, 55: 437-45, April 28, 1922.

Concludes that the fixed and congested curriculum must give way to a more elastic curriculum. It must provide for collective teaching, cooperative study and individual study.

- Thayer, W. S.** The dispensary as a factor in medical education and as a diagnostic clinic. *Journal of the American medical association*, 78: 1431-35, May 13, 1922.  
Says that the dispensary should in the future be a valuable center for post-graduate instruction.

## NURSING.

**National league of nursing education.** Proceedings of the twenty-seventh annual convention . . . held at Kansas City, Missouri, April 11-14, 1921. Baltimore, Williams and Wilkins company, 1922. 405 p. 8°. (Martha M. Russell, secretary, University hospital, Boulder, Colo.)

Contains: 1. Charles Ellwood: Education for leadership, p. 86-101. 2. R. O. Beard: The education of the nurse, p. 212-21. 3. Grace Watson: Practical nursing—Yesterday and today, p. 283-90. 4. Harriet M. Gillett: Future of teaching in schools of nursing without university relationship, p. 303-9. 5. Elizabeth Pierce: Future of teaching in university schools of nursing, p. 304-16.

**Beard, Richard O.** The making of history in nursing education. *American journal of nursing*, 22: 507-20, April 1922.

Concludes that the present time is a more favorable time than the past could possibly have been for the multiplication and growth of university schools of nursing. Contains bibliography.

**Corbus, Burton B.** Some newer phases of nursing education. *American journal of nursing*, 22: 432-39, March 1922.

**Richards, Esther L.** Is psychiatric training essential to the equipment of a graduate nurse? *American journal of nursing*, 22: 625-32, May 1922.

Urges the necessity of such training.

**Stewart, Isabel M.** The evolution of nursing education. *American journal of nursing*, 22: 329-34, 420-25, February, March 1922.

Discusses the various stages of development in vocational education and applies the principles to nursing education.

**The teaching of dietetics to student nurses.** *American journal of nursing*, 22: 273-81, January 1922.

Gives an outline of a course of study.

## ENGINEERING EDUCATION.

**Pratt, Francis C.** Professional engineering education for the industries. *Engineering education*, 12: 227-33, January 1922.

**Sanborn, Frank B.** Changes in engineering courses of instruction. *Engineering education*, 12: 170-74, December 1921.

Discusses the curriculum at Tufts college, in which practical instruction comes before, not after theoretical instruction.

## CIVIC EDUCATION.

**Alderman, Grover H.** What an Iowa layman should know about courts and law. *School review*, 30: 360-64, May 1922.

Criticizes the civics courses in high schools because they do not give the student information in regard to those legal aspects of citizenship which may affect him directly as an adult citizen. Gives data showing the original or underlying causes which brought individuals into the district court of Johnson county, Iowa, for the years 1907-1909.

**American political science association.** The study of civics. Suggestions for a course in civics in high schools. *American political science review*, 16: 116-25, February 1922.

The American political science association, at its 1920 meeting, authorized the appointment of a committee to define the scope and purposes of a high school course in civics, and to prepare an outline of topics which might properly be included within such a course. The suggestions here made by the committee relate to instruction in the third and fourth years of the regular high school course.

**Moore, Texa L.** A sample of citizenship teaching in the sixth grade. *Educational administration and supervision*, 8: 209-14, April 1922.

Discusses methods used in the sixth grade at Horace Mann school, Teachers college, Columbia university, New York.

**Nolan, Ona I.** The socialized class in history and civics, or democratic pupil participation. *Journal of education*, 95: 63-69, 73-78, January 19, 1922.

A detailed account of how pupils can participate in a democratic way in all the work of a class.

**Bexford, Frank A.** The teaching of civics in the high schools of New York city. [New York city, Board of education] 1922. 26 p. incl. plates. 8°.

**Skinner, Mabel.** The junior citizen and his municipal government. *Journal of education*, 95: 231-34, March 2, 1922.

Considerations of a boy's relation to his local government.

**Teachers college, Columbia university.** Addresses given at alumni conferences, February 10-11, 1922. *Teachers college record*, 23: 101-45, March 1922.

Contains: 1. E. P. Cubberley: Some larger aspects of the problem of citizenship training, p. 101-8. 2. J. M. Gambrill: Nationalism and civic education, p. 109-20. 3. F. G. Boser: Industrial arts as a factor in the education of the citizen, p. 121-25. 4. Albert Shiels: The social studies in development, p. 126-45.

**Zook, George F.** Higher education and training for citizenship. *Historical outlook*, 13: 37-41, February 1922.

Higher education should train students to become leaders in business, industry, agriculture, etc. Training for citizenship has not received the attention in colleges and universities which it has in secondary schools.

#### AMERICANIZATION.

**Bevan, Ralph H.** First aid to Americanization. *Forum*, 67: 227-33, March 1922.

#### EDUCATION OF SOLDIERS.

**Crane, Arthur Griswold.** Education for the disabled in war and industry; army hospital schools; a demonstration for the education of disabled in industry, New York, Teachers college, Columbia university, 1921. iv, 83 p. incl. illus., tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 110)

**Egardner, Z. T.** Adult education in the army. *School review*, 30: 255-67, April 1922.

Describes the educational experiment at Camp Grant, Illinois, with particular emphasis on the course in general education.

**McMurtrie, Douglas C.** A campaign of public education in the interest of the disabled soldier. [n. p., 1921] 17 p. 12°.

Reprint from *American medicine*. New ser., vol. XVI, no. 10, pages 534-540. October, 1921.

#### EDUCATION OF WOMEN.

**Blunt, Katharine and Bauer, Virginia.** The basal metabolism and food consumption of underweight college women. *Journal of home economics*, 14: 171-80, April 1922.

An investigation of underweight among college women.

**Hanal, Eva V. B.** Parenthood and the college. *Journal of the American association of university women*, 15: 36-45, January 1922.

A consideration of what the colleges are giving women as equipment for the task of mothering.

#### NEGRO EDUCATION.

**Dunbar-Nelson, Alice.** Negro literature for negro pupils. *Southern workman*, 51: 59-63, February 1922.

**Markoe, William M.** Negro higher education. *America*, 26: 558-60, April 1, 1922.

**Stowell, Jay S.** Methodist adventures in negro education. New York, Cincinnati, The Methodist book concern [1922] 190 p. illus. 12°.

**Woodson, Carter G.** Early negro education in West Virginia. Institute, West Virginia, The West Virginia collegiate institute [1921] 54 p. 8 diags. 8°. (The West Virginia collegiate institute bulletin, ser. 6, no. 3. December, 1921. Studies in social science)

### EDUCATION OF DEAF.

**American schools for the deaf.** American annals of the deaf, 67: 13-80, January 1922. Statistical statement, giving names of schools, locations, and chief executive officers, with a list of instructors.

**Guinness, Stella S., and others.** Language in intermediate grades. Volta review, 24: 1-9, January 1922. Work in the Institution for the improved instruction of the deaf, New York city.

**Howson, James W.** Motivation in schools for the deaf. American annals of the deaf, 167: 125-43, March 1922.

**Whitaker, Bessie L.** The possibility of making a complete success of speech-reading, applied in large part to the adult. Volta review, 24: 127-41, April 1922. Deprecates correspondence courses in speech reading.

**Wild, Laura H.** The religious education of the deaf. Religious education, 16: 307-17, December 1921.

### EXCEPTIONAL CHILDREN.

**Almack, John C., and Almack, J. L.** Administrative problems connected with gifted children. Educational administration and supervision, 8: 129-36, March 1922.

Conclusions based on a study of superior students in the junior and senior high schools of Eugene, Oreg., during the year 1920-21.

**Anderson, Lewis O.** A preliminary report of an experimental analysis of causes of stuttering. Journal of applied psychology, 5: 340-49, December 1921.

Says that one important outcome of the numerous observations is a growth of the view that stuttering is not a disease in itself, but only a symptom. Investigation made at the University of Wisconsin speech clinic.

**Bailey, Pearce.** State care, training, and education of mental defectives. Mental hygiene, 6: 57-67, January 1922.

Describes conditions in New York state. Writer says that of the one million children flowing through the schools in that state, 45,000 are diverted from the main current because of defective intelligence.

**Edmondson, Edna Hatfield.** Juvenile delinquency and adult crime. Certain associations of juvenile delinquency and adult crime in Gary, Ind., with special reference to the immigrant population. [Bloomington, Ind., Indiana university, 1921] 114 p. tables. 8°. (Indiana university studies, vol. VIII. June, 1921. Study no. 49)

Thesis (Ph. D.)—Indiana university.

**Johnson, Eleanor H.** The relation of the conduct difficulties of a group of public school boys to their mental status and home environment. Journal of delinquency, 6: 549-74, November 1921.

The article concludes with the observation "that the nature of the 'bad boy' must be studied after all the external facts . . . have been ascertained, and that . . . our conclusions as to probable results of various combinations of external factors may easily be modified by understanding better the hidden springs of conduct."

**Laird, Donald A.** Educating the superior child. Yale review, 11: 546-55, April 1922.

Emphasizes the cooperation of home and school in education.



- Poull, Louise E.** Interests in relation to intelligence. Ungraded, 7 : 145-58, 176-92, April, May 1922.  
To be continued.  
A study of the relation of the mental status of school children to their motivation as shown in the choices of school plans and occupational preferences.
- Shanahan, William T.** Hygiene of the epileptic school child. Ungraded, 7 : 29-35, November 1921.  
The author insists that "work in the manual branches should receive more attention in proportion than should the ordinary scholastic work."
- Tompkins, Ernest.** Two different views of stammering. Boston medical and surgical journal, 185 : 780-85, December 29, 1921.

### EDUCATION EXTENSION

- Fitzpatrick, Edward A., and Turner, Jennie McMullin.** An inventory description of Wisconsin's continuation schools . . . Madison, Wis., State board of education, 1922. 257 p. illus. 8°. (Wisconsin's educational horizon vol. 4, no. 3)  
The Biennial report of the State board of vocational education. Pt. 1. 1918-1920. Continuation schools of Wisconsin. Vocational school survey, chapter IV.

### LIBRARIES AND READING

- Bamberger, Florence Eilau.** The effect of the physical make-up of a book upon children's selection. Baltimore, The Johns Hopkins press, 1922. viii, 162 p. tables, diags. 8°. (The Johns Hopkins university studies in education, no. 4; ed. by E. F. Buchner)
- Bolton, Frederick E.** A selected bibliography of books and monographs on education. Pub. by Mrs. Josephine Corliss Preston, state superintendent of public instruction. Olympia, Wash. [Frank M. Lamborn, public printer] 1921. 103 p. 8°.
- Curry, Charles M.** Standards in children's literature. Public libraries, 27 : 71-76, February 1922.  
Read before the meeting of normal school librarians, Chicago, December 31, 1921.
- Ingersoll, Helen F.** How two parallel educational forces supplement each other. Colorado school journal, 37 : 27-32, February 1922.  
A description of the co-operation between the Cleveland public library and the public schools.
- Jordan, Arthur M.** Children's interests in reading. New York city, Teachers college, Columbia university, 1921. 3 p. l., 143 p. incl. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 107)
- Kerr, Willis H.** The normal school library: an educational institution. School and society, 14 : 567-72, December 17, 1921.  
Read before the Library department, National education association, July 1921.  
Also in Education, 42 : 367-74, February 1922.
- Reeder, Charles Wells.** Statistical comparison of university libraries, 1915-1921. School and society, 15 : 520-27, May 13, 1922.
- Shuler, Marjorie.** Community campaigns for better books. American review of reviews, 65 : 297-300, March 1922.
- Tigert, John J.** The function of the public library in a democracy. Library journal, 47 : 107-11, February 1, 1922.  
Address at fiftieth anniversary celebration of the Grand Rapids, Mich., public library, January 12, 1922.  
Also in part in Public libraries, 27 : 161-62, March 1922.

**BUREAU OF EDUCATION: RECENT PUBLICATIONS.**

- Biennial survey of education, 1916-1918. v. III-IV. Washington, 1922. 2 v. (Bulletin 1919, nos. 90-91)
- The contribution of correspondence-instruction methods to industrial education; by William T. Bawden. Washington, 1922. 11 p. (Industrial education circular no. 9. January 1922)
- Credit for professional improvement of teachers; by Bertha Y. Hebb. Washington, 1922. 7 p. (Teacher's leaflet no. 16. March 1922)
- Educational directory, 1921-1922. Washington, 1922. 142 p. (Bulletin, 1921, no. 48)
- English grammar in American schools before 1850; by Rollo La Verne Lyman. Washington, 1922. 170 p. (Bulletin, 1921, no. 12)
- Equipment and rooms for home economics departments. Washington, 1922. 14 p. (Home economics circular no. 11)
- Government publications of interest to home economics teachers and students. Washington, 1922. 15 p. (Home economics circular no. 5, rev., Nov. 1, 1921)
- Helping the shop teacher through supervision; by William T. Bawden. Washington, 1922. 9 p. (Industrial education circular no. 10. February, 1922)
- Higher standards for teachers of industrial subjects; by William T. Bawden. Washington, 1922. 22 p. (Industrial education circular no. 7. January 1922)
- Music departments of libraries; by a Committee of the Music teachers national association. Washington, 1922. 55 p. (Bulletin, 1921, no. 33)
- Organization of instructional material in individual units; by William T. Bawden. Washington, 1922. 8 p. (Industrial education circular no. 8. January 1922.)
- Preparation of teachers of the social studies for the secondary schools; by Edgar Dawson. Washington, 1922. 24 p. (Bulletin, 1922, no. 3)
- Recent state legislation for physical education; by Thomas A. Storey, Willard S. Small and Elon G. Salisbury. Washington, 1922. 40 p. (Bulletin, 1922, no. 1)
- Record of current educational publications; comprising publications received by the Bureau of education to Dec. 22, 1921. Washington, 1922. 32 p. (Bulletin, 1921, no. 52)
- The reorganization of mathematics in secondary education; a summary of the report by the National committee on mathematics requirements. Washington, 1922. 73 p. (Bulletin, 1921, no. 32)
- The Rhodes scholarships; memorandum; the United States of America, 1922. Washington, 1922. 4 p. (Higher education circular no. 25. April 1922)
- Salaries of administrative officers and their assistants in school systems of cities of 25,000 inhabitants or more; by Walter S. Deffenbaugh. Washington, 1922. 38 p. (Bulletin, 1921, no. 30)
- School consolidation and rural life. Washington, 1922. (Rural school leaflet no. 1. February 1922)
- School grounds and play; by Henry S. Curtis. Washington, 1922. 31 p. (Bulletin, 1921, no. 45)
- Statistics of nurse training schools, 1919-20; prepared by the Statistical division of the Bureau of education, under the direction of H. R. Bonner. Washington, 1922. 19 p. (Bulletin, 1921, no. 51)

Advance sheets from the Biennial survey of education in the United States, 1918-1920.

- Statistics of state universities and state colleges for the year ended June 30, 1921. Washington, 1922. 14 p. (Bulletin, 1921, no. 53)
- Teacher placement by public agencies; by J. F. Abel. Washington, 1921. 8 p (Bulletin, 1921, no. 42)
- What libraries learned from the war; by Carl H. Milam. Washington, 1922. (Library leaflet no. 14. January 1922)
- What they think of the kindergarten. Washington, 1922. folder. (Kindergarten circular no. 8)
- Your opportunity in schools; by Luther E. Holt. Washington, 1922. 14 p. (Health education no. 9, rev.)



DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

BULLETIN, 1922, No. 33

RECORD  
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# RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

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CONTENTS.—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Psychological tests—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Primary education—Rural life and culture—Rural education—Secondary education—Teacher training—Teachers' salaries and professional status—Higher education—Scientific research—Federal government and education—School administration—School management—School buildings and grounds—School hygiene and sanitation—Sex hygiene—Public health—Mental hygiene—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral education—Religious and church education—Manual and vocational training—Vocational guidance—Workers' education—Home economics—Commercial education—Professional education—Engineering education—Civic education—Americanization—Military education—Education of women—Negro education—Education of deaf—Exceptional children—Libraries and reading—Bureau of Education: Recent publications.

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## NOTE.

From time to time a classified and annotated record is issued, in bulletin form, of current educational publications received by the library of the Bureau of Education to a certain specified date. The present list continues the record to December 15, 1922, immediately following Bulletin, 1922, no. 33, which comprised publications received by the Bureau of Education to September 1, 1922.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

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## EDUCATIONAL HISTORY AND BIOGRAPHY.

Cochran, Thomas Everette. History of public-school education in Florida. [Lancaster, Pa., Press of the New Era printing company] 1922. xv, 270 p. 8°.

The author of this book is dean and professor of education in Judson college, Marion, Alabama. He presents a detailed study of the origin and growth of the public school system of Florida from its organization as a territory by Congress in 1822 to the present time. In the hope that the record may lead to a better understanding of current educational problems in the state.

**Cruse, Henri Pierre.** Geog Kerschensteiner, 'n opvoedkundige studie. Amsterdam, H. A. van Bottenburg, 1922. xv, 247 p. 8°.

A thesis presented for the degree of doctor of letters and philosophy in the University of Amsterdam, July 7, 1922.

**Gilbert, Amy Margaret.** The work of Lord Brougham for education in England. Chambersburg, Pa., Franklin repository, printers and publishers, 1922. 3 p. l., 127 p. 8°.

Thesis (Ph. D.)—University of Pennsylvania.

**Jacoulet, M. E.** The normal schools of France from 1794 to 1890. Educational administration and supervision, 8: 435-47, October 1922.

An historical sketch. Says that the first normal school in France was founded by the convention.

**Levermore, Charles Herbert.** Samuel Train Dutton; a biography. New York, The Macmillan company, 1922. x, 280 p. front. (port.) plates. 8°.

A full and sympathetic account of the career of this prominent educator and philanthropist.

**Robinson, Sanford.** John Bascom, prophet. New York and London, G. P. Putman's sons, 1922. xi, 53 p. front. (port.) 12°.

A tribute to Dr. Bascom as a man, and to the part which he took in the conflict between science, philosophy and religion in his time.

**Woolston, Florence G.** The Russell Sage foundation. Educational review, 64: 275-85, November 1922.

A discussion of the history and activities of the foundation.

## CURRENT EDUCATIONAL CONDITIONS.

### GENERAL AND UNITED STATES.

**Archer, Bara F.** The public school yesterday, today, and tomorrow. School and society, 16: 663-68, December 9, 1922.

A lucid article on public school education of the past and of the present. Author asks for a purer scholastic outlook, stripped of "excesses having no educational value."

**Carmichael, H. E. and Koon, C. M.** Educational survey of the schools of Clay district, Marshall county, West Virginia. [n. p., 1922] 43 p. incl. illus., ports., diagrs. front (map) 8°.

**Chapman, A. D'Arcy.** Secondary school curricula in England and the United States. Educational times (London) n. s. 4: 424-25, October 1922.

Compares the curricula of the two countries: "In England the aim is concentration, and the ideal of English educators is specialization; in America, they want to develop every gift with which their pupils are endowed."... "One country is selective in its methods and seeks to educate the favored; while the other is extensive and aims to educate the masses."

**Cleveland.** Board of education. The first of a series of surveys of the department of instruction of the Cleveland public schools. [Cleveland] Div. of publications, Cleveland public schools, 1922. 29 p. incl. tables (1 fold.) diagrs. 8°.

"The 85th annual report of the Board of education of the city school district of the city of Cleveland for the school year which ended August 31, 1921. This section comprises the Report of the superintendent of schools."

**Duggan, M. L. and Bolton, Euri Belle.** Educational survey of Bacon county, Georgia. . . Department of education. M. L. Brittain, state superintendent of schools. [Atlanta, Dowman-Wilkins, printers] 1922. 49 p. illus. 8°.

No. 38 in a series of educational surveys of the counties of Georgia.

**Edwards, I. N.** Recent judicial decisions relating to education. *Elementary school journal*, 23: 43-55, September 1922.

**Judd, Charles H.** Reconstruction as a consequence of expansion. *Elementary school journal*, 23: 175-82, November 1922.

First of a series of papers that will aim to show that the elementary schools of the United States are "at the point in their history when a radical reconstruction of their courses of study and of their organization is inevitable."

**Kansas. State school code commission.** Report of the State school code commission of Kansas, 1922. Topeka. Printed by Kansas state printing plant, B. P. Walker, state printer, 1922. 76 p. incl. diags. 8°.

**Kephart, Horace.** Our Southern highlanders; a narrative of adventure in the Southern Appalachians and a study of life among the mountaineers. New and enlg. ed. New York, The Macmillan company, 1922. 469 p. plates. 12°.

**Macgill, Caroline E.** Prospecting for intelligence. *North American review*, 216: 681-90, November 1922.

Declares that we have "scholastic indigestion" in this country, for we have been trying to feed each mind with a stock ration, built on theory. Criticises modern school methods.

**Millikan, R. A.** Le système d'éducation aux États-Unis. *Revue de l'Université de Bruxelles*, 28: 494-505, June-July 1922.

**New York (State) University.** Proceedings of the fifty-seventh convocation of the University of the state of New York, Albany, N. Y., October 20 and 21, 1921. Albany, The University of the state of New York press. 1921. 136 p. 8°.

Contains: 1. F. P. Graves: Inaugural address, p. 16-25. 2. L. D. Coffman: What education means to America, p. 33-42. Discussion, p. 42-46. 3. Alexander Inglis: Principles determining the content of high school courses, p. 47-62. Discussion, p. 62-69. 4. Louis Marshall: The desirability of state appropriations for education, as an investment, p. 70-85. Discussion, p. 85-94. 5. E. W. Butterfield: The problem for the rural school, p. 94-111. Discussion, p. 111-13. 6. S. A. Korff: The underlying causes—economic, social, and political—responsible for present conditions in Russia, p. 122-30.

**Pennsylvania. Department of public instruction.** Report of the Survey of the public schools of Philadelphia. Philadelphia, The Public education and child labor association of Pennsylvania, 1922. 4 p. illus., diags., tables, fold. maps. 8°.

This is the report of a comprehensive survey of the public school system of Philadelphia, made under the direction of Thomas E. Finegan, superintendent of public instruction of Pennsylvania.

**Smith, Henry L.** Impending educational readjustments. *Indiana university alumni quarterly*, 9: 523-50, October 1922.

Discusses various phases of the educational situation in the United States, such as sources of funds for adequate support of schools, proper expenditure of funds, the teacher problem, etc.

**Stevens, Edwin B.** Can we pay for education? *Educational review*, 64: 183-95, October 1922.

Gives a number of figures to show the expenditures in different branches of education, and reaches the conclusion that we can and soon will pay much more for education, but our task will be "to make each dollar do double service."

**Stewart, Cora Wilson.** Moonlight schools for the emancipation of adult illiterates. New York, E. P. Dutton & company [1922] xiv, 194 p. front., plates. 12°.

The dramatic story of the origin, development, and goal of the moonlight schools is given in these pages.



**Strayer, George D.** Report of the survey of the public school system of Atlanta, Georgia. School year—1921-1922. Made by Division of field studies, Institute of educational research, Teachers college, Columbia university, New York city. George D. Strayer, director. N. L. Englehardt, assistant director. [Atlanta, Ga., 1922] 2 v. illus., diagrs., tables. 8°.

The first volume of this report takes up the survey of public school buildings and the school building program for Atlanta. The second volume discusses the organization and administration of the school system, school costs, the teaching corps, and the educational program of the school.

**U. S. Bureau of education.** The Arkansas survey report (abridged). Little Rock, Ark. [1922] 83 p. 8°. (The Journal of the Arkansas educational association, vol 6, no. 3-4. July-Oct. 1922)

"A report of a survey of the public schools of the state of Arkansas, made at the request of the Arkansas state educational commission, under the direction of the United States commissioner of education." p. 5.

———. Survey of the schools of Caddo parish with special reference to the city of Shreveport, La., made by the United States bureau of education. Washington, D. C., April 12, 1922. Issued by State department of education. T. H. Harris, state superintendent of public education, Baton Rouge, La. [1922] 136 [3] p. incl. tables. 8°.

**The Women's club of Orange, New Jersey.** Report of the study of school systems of East Orange, Orange, South Orange, West Orange. Prepared and issued by The Women's club of Orange, New Jersey, [Orange, N. J., Chronicle publishing co.] 1922. 48p. incl. diagrs. 8°.

**Wright, J. C.** All education for all the people is a public responsibility. Twelve million of school age out of school. Vocational education magazine, 1: 172-74, November 1922.

First of a series of six articles.

#### FOREIGN COUNTRIES.

**Bulkeley, J. P.** Adult education (university extra-mural teaching in England and Wales.) Calcutta, Superintendent of government printing, 1922. 1 p.l., iii [1], iii, 98p. 8°. (India. Bureau of education. Occasional reports, no. 10.)

**China Educational commission.** Christian education in China. A study made by an Educational commission representing the mission boards and societies conducting work in China. New York city, Committee of reference and counsel of the Foreign missions conference of North America [1922] xv, 430p. 8°.

The commission comprised 16 members, with Ernest D. Burton, of Chicago, as chairman.

**Danziger, Joseph.** Making German schools educational. Outlook, 132: 338-40. (October 25, 1922.

Discusses the democratizing of the German school system.

**Dupertuis, Jean.** L'école plein air et le Bureau international des écoles plein air. Lausanne, Librairie centrale et universitaire [1922] 32p. illus. 8°.

**Epstein, Abraham.** The schools in Soviet Russia. School and society, 16: 393-403, October 7, 1922.

The writer spent about eight months in Russia studying conditions.

**Henderson, B. W.** Oxford: some ideals, "reforms," and realities. Nineteenth century, 92: 625-34, 817-24, October, November 1922.

**Hubbard, George D.** Education in Cheng Tu, Sze Chuan. Pedagogical semi-nary, 29: 247-68, September 1922.

Discusses the schools of Cheng Tu, Western China. Illustrated.

**Lacroix, Maurice.** La réforme de l'enseignement secondaire devant la Chambre. Revue universitaire, 31: 175-88, 265-70, October, November 1922.

Discusses proposals for the reform of secondary education in France.

**Landázuri, E.** New tendencies in the public instruction of Mexico. Bulletin of the Pan American union, 55: 462-76, November 1922. illus.

**Lehmann, Reinhold.** Progress of school reform in Germany. School life, 8: 1-2, 12, September 1922.

The central government now controls the school system, which is in the throes of a bitter religious contest.

**Mathiasen, S. A.** What is a liberal education? Survey, 49: 377-78, December 15, 1922.

Describes Danish experiments in education.

**Millet, A.** Les écoles primaires allemandes (Volkschulen). Revue pédagogique, 81: 249-64, October 1922.

**Monroe, Paul.** A report on education in China (for American educational authorities). New York, 1922. 42 p. tables, diagr. 8°. (The Institute of international education. Third series, Bulletin no. 4. October 20, 1922.)

Dr. Monroe, author of this report, is director of the Far eastern bureau of the Institute of international education.

**Peabody, Francis W.** The department of medicine at the Peking union medical college. Science, n. s. 56: 317-20, September 22, 1922.

Growth and activities of the school described.

**Report of the tenth annual conference of educational associations held at the University college, London, 1922.** London, Conference committee, 1922. xx, 462 p. fold. plan. 8°.

Among the noteworthy papers contained in this report are the following: 1. Education and post-war problems, by C. F. G. Masterman (with discussion). 2. Education as a mission, by L. P. Sacks. 3. Educational cooperation with America, by G. P. Gooch. 4. The League of nations and international education. 5. The needs of the modern university, by Harold Laski. 6. The social problem of adolescence, by C. W. Saleeby. 7. The teaching of history through pageant and drama, by Hilaire Belloc. 8. What is the good of present-day education? by E. J. Sainsbury.

**Universities bureau of the British empire.** Annual conference of the universities of Great Britain & Ireland, 1922. Abridged report of proceedings. London, Universities bureau of the British empire [1922] cover-title, 32 p. 12°.

**Wilbois, Joseph.** La nouvelle éducation française. Paris, Payot & cie., 1922. 404 p. 12°.

CONTENTS.—Comment se pose actuellement le problème de l'éducation.—La société de demain.—L'âme de l'enfant.—La révolution nécessaire dans notre culture physique, morale et intellectuelle.—Le problème de la production et la problème de la destinée.

## EDUCATIONAL THEORY AND PRACTICE.

**Bagley, William C.** Proposals for a "Limitation of education." Visual education, 3: 362-63, October-November 1922.

The author thinks we need "a democracy of culture" far more than an "aristocracy of brains."

**Burton, Ernest DeWitt.** Education in a democratic world. University record, 8: 205-23, October 1922.

Address delivered on the occasion of the 126th Convocation of the University of Chicago, September 1922.

**Campagnac, E. T.** Society and solitude. Cambridge, At the University press, 1922. xi, 227 p. 12°.

The principles of human society are analyzed in this book, and the position of the individual in society is determined. The writer holds that a man's education is the long process by which he learns to subordinate himself to the control of an ideal society.

**Cave, G. L.** Education for the life of to-day. School and society, 16: 281-88, September 9, 1922.

Paper read before the New Hampshire academy of science, May 1922.

"An attempt to present the assumptions underlying the case of the 'modern' school in education."

**Colegrove, Chauncey P.** The teacher and the school. [Rev. ed.] New York [etc.] C. Scribner's sons [1922] xxiii, 446 p. 12°.

In this revised edition, the current trends in education receive due consideration.

**Courtis, S. A.** The shifting emphasis in education. Techne, 5: 3-8, July, 1922. Not growth in knowledge, but growth in purpose, will be the aim of education in the future.

**Crabtree, J. W.** Education the foundation of democracy. School and society, 16: 617-23, December 2, 1922.

Address before the Sons of the American Revolution, November 1922.

Information regarding illiteracy given.

**Dewey, John.** Education as a religion. New republic, 32: 63-65, September 13, 1922.

Says that education may be a religion without being a superstition, and it may be a superstition when it is not even a religion but only an occupation of alleged hard-headed practical people.

——— Education as engineering. New republic, 32: 89-91, September 20, 1922.

——— Education as politics. New republic, 32: 139-41, October 4, 1922.

Contents that the effect of the school, as it exists to-day, is to send students out into actual life in a condition of acquired and artificial innocence.

**Eliot, Charles W.** The function of education in heterogeneous democracies. Harvard alumni bulletin, 25: 164-70, November 9, 1922.

**Fisher, H. A. L.** An educational address. Contemporary review, 122: 435-41, October 1922.

Delivered at a Conference on spiritual values in education and social life, Oxford, England, August, 1922. Discusses the ideal and practical phases of education. Gives a definition of an educated man.

**Hart, Joseph K.** The unprintable textbook. Survey, 49: 33-35, October 1922.

Discusses the "academic aloofness" of the schools. Says: "The school, if it is to do the work of democracy and support the efforts of science, must return from its academic aloofness, with Plato, and find its place once more in the midst of the actual experiences of life and the world, with Socrates, the pedagogue."

**Hughes, Charles E.** Aims in American education. Classical journal, 18: 5-8, October 1922.

Read at the general meeting of the National education association, Boston, July 4, 1922, and published in the Journal of the association, 11: 257-58, September 1922.

**Kilpatrick, William H.** Subject matter and the educative process. Journal of educational method, 2: 94-101, November 1922.

To be continued.

**La Farge, John.** What is a liberal education? *America*, 28: 8-10, October 21, 1922.

**Lange, Alexis F.** Teachers for democracy. *Sierra educational news*, 18: 398-402, September 1922.

Address to California High school principals' association at Pasadena, April 11, 1922.

**Lyttelton, Edward.** Letters on education. Cambridge, The University press, 1922. x, 134 p. 12°.

**Moore, Ernest C., ed.** Minimum course of study. Reports of committees on minimum essentials in elementary education. New York, The Macmillan company, 1922. xv, 402 p. tables, diags. 12°.

Studies of essentials of each elementary school subject made by special committees appointed by a committee of superintendents of schools of nine cities of Southern California.

**Patri, Angelo.** Child training. New York, London, [etc.] D. Appleton and company [1922] xii, 434 p. 12°.

CONTENTS: Pt. I. The child in the home.—Pt. II. School: child, teacher, parent.—Pt. III. Building the child's character.—Pt. IV. Moral training.—Pt. V. Boys.—Pt. VI. Adolescence.—Pt. VII. Vacation time.—Pt. VIII. Parents.—Pt. IX. The child and his country.

**Phillips, Claude A.** Fundamentals in elementary education. Rev. ed. New York, Chicago, C. E. Merrill company [1922] 5 p. l., 304 p. front., diags., illus. 12°.

**Pickett, F. L.** The teaching of evolution. *Science*, n. s. 56: 298-301, September 15, 1922.

Portrays the danger of the promulgation of erroneous and superficial views of evolution by teachers of shallow scientific training. Pleads for a better appreciation and understanding between churchmen and scientists.

**Pittinger, B. F.** Some relations of education and democracy. *Educational administration and supervision*, 8: 424-34, October 1922.

Discusses equality of opportunity in education, and education as a propagator and preserver of democracy.

**Shann, George.** The evolution of knowledge. London, [etc.] Longmans, Green and co., 1922. 4 p. l., 100 p. 12°.

**Sharp, Dallas Lore.** Education in a democracy. Boston and New York, Houghton Mifflin company, 1922. 154 p. 12°.

The public school is as national as the American flag; it is also indigenous, originated in America to meet an absolutely new educational need. So asserts the author of this book, who champions the public school for all American children as against all kinds of private or exclusive schools.

— The national school. *Harper's magazine*, 145: 628-36, October 1922.

**Wheeler, Olive A.** Bergson and education. Manchester, University press; London, New York [etc.] Longmans, Green & co., 1922. 5 p. l., 131 p. 12°. (Publications of the University of Manchester. Educational series, no. X)

**Williams, James Mickel.** Principles of social psychology as developed in a study of economic and social conflict. New York, A. A. Knopf, 1922. xii, 450 p. 8°.

Book VI of this work, The conflict of interests in cultural relations, takes up this conflict as displayed in ecclesiastical relations, and as reflected in literary and other artistic standards. Book VII discusses the conflict of interests in educational relations as regards academic relations and public education respectively.

## EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

**Dearborn, Walter F. and Lincoln, Edward A.** A class experiment in learning. *Journal of educational psychology*, 13: 330-40, September 1922.

**Drever, James.** An introduction to the psychology of education. London, E. Arnold & co., 1922. viii, 227 p. 12°. (The modern educator's library. General editor—Prof. A. A. Cock)

A general treatment of educational psychology designed as an introduction to the subject as a whole.

**Gruenberg, Benjamin C., ed.** Outlines of child study; a manual for parents and teachers, ed. by B. C. Gruenberg for the Federation for child study, with an introduction by E. L. Thorndike. New York, The Macmillan company, 1922. xx, 260 p. 12°.

Bibliography: p. 237-60.

In dealing with children, this book aims at the substitution by parents and teachers of purpose for impulse or inertia, of knowledge for uncritical opinion, and of sympathy for friction and antagonism.

**Peterson, Joseph.** Intelligence and learning. *Psychological review*, 29: 366-89, September 1922.

Presidential address, Southern society for philosophy and psychology, Memphis, Tenn., April 14, 1922.

**Piéron, Henri, ed.** L'année psychologique. 22 année (1920-1921). Paris, F. Alcan, 1922. xii, 608 p. 12°. (Bibliothèque de philosophie contemporaine)

**Bemmers, H. H. and Knight, F. B.** The teaching of educational psychology in the United States. *Journal of educational psychology*, 13: 399-407, October 1922.

Writer says that the lack of unanimity of opinion concerning what should go into a beginning course in educational psychology is apparent to all students of the subject. Educational psychology is regarded as an experimental science.

**Stephen, Karin.** The misuse of mind; a study of Bergson's attack on intellectualism. With a prefatory letter by Henri Bergson. New York, Harcourt, Brace & company, inc.; London, Kegan Paul, Trench, Trubner & co., ltd., 1922. 106 [1] p. 8°. (Added t.p.: International library of psychology, philosophy and scientific method. General ed., C. K. Ogden)

**Strong, Edward K.** Brief introductory psychology for teachers. Baltimore, Md., Warwick & York, inc., 1922. xi, 241p. incl. diagrs. 12°.

### PSYCHOLOGICAL TESTS.

**Armentrout, W. D.** Classification of junior high school pupils by the Otis scale. *Education*, 43: 83-87, October 1922.

Results of an examination made in the junior high school of Lawrence, Kans.

**Ballard, Philip B.** Group tests of intelligence. London, New York [etc.] Hodder and Stoughton ltd. [1922] x, 252p. 12°

**Berry, Charles S.** The classification by tests of intelligence of ten thousand first-grade pupils. *Journal of educational research*, 6: 185-203, October 1922.

Experiment made in the Detroit public schools during the winter of 1919-20.

**Caldwell, Helen H.** Adult tests of the Stanford revision applied to university faculty members. *Journal of experimental psychology*, 5: 247-82, August 1922.

An investigation conducted at the University of Wisconsin to determine the possible limits of performance for adults especially chosen because of their reputed brilliancy or genius.

**Cobb, Margaret V.** The limits set to educational achievement by limited intelligence. *Journal of educational psychology*, 13: 449-64, 546-60, November, December 1922.

Study based on tests made on high school students in Michigan, Illinois, Iowa, and Wisconsin.

**Columbia university.** Report on the use of intelligence examinations in Columbia college, 1922. [New York city, Columbia university, 1922] 27 p. 8°.

**Colvin, Stephen S.** The present status of mental testing. *Educational review*, 64: 196-206, 320-37, October, November 1922.

Discusses the development and standardization of intelligence tests; the nature of general intelligence, etc. Second paper of series says there is no reasonable doubt that the present intelligence tests do indicate to a fair degree native ability to learn. When used with due caution they can be employed to determine grading, promotion, and elimination.

**Harlan, Charles L.** The age-grade status as an index of school achievement. *Educational administration and supervision*, 8: 418-23, October 1922.

Concludes that mental ability as shown by intelligence tests and school achievement as shown by educational tests, seem more adequate bases for grouping pupils than do chronological age and years in school.

**Hehir, Sir Patrick.** Quest of the embryonic genius. *Nineteenth century*, 92: 600-9, October 1922.

Discusses the value of intelligence tests in discovering genius. Recommends the institution of special classes for exceptionally intelligent children. Conditions in England treated.

**Jacobs, Emilie V.** Some reactions to standardized tests. *Journal of educational method*, 2: 33-35, September 1922.

Discusses the value of the training of teachers in service, as illustrated in answers to questionnaire on the administration of the Haggerty intelligence tests administered to 7A and 8B pupils.

**Jordan, A. M.** Correlations of four intelligence tests with grades. *Journal of educational psychology*, 13: 419-29, October 1922.

**Lincoln, Edward A.** The mental age of adults. *Journal of educational research*, 6: 133-44, September 1922.

A study based on the mental testing in the U. S. Army during the war.

**Lippmann, Walter.** The mental age of Americans. *New republic*, 32: 213-15, 246-48, 275-77, 297-98, 328-30, October 25, November 1, 8, 15, 22; 33: 9-10, November 29, 1922.

A series comprising the six following articles: I. The mental age of Americans.—II. The mystery of the "A" men.—III. The reliability of intelligence tests.—IV. The abuse of the tests.—V. Tests of hereditary intelligence.—VI. A future for the tests.

A critical inquiry into the claim that the psychologists have invented a method of measuring the inborn intelligence of all people.

Writer says that none of the evidence thus far considered shows that intelligence tests measure reliably the capacity to deal intelligently with the problems of real life. But as gauges of the capacity to deal intelligently with the problems of the classroom, the evidence justifies us in thinking that the tests will grade the pupils more accurately than do the traditional school examinations.

**Lowell, Frances.** An experiment in classifying primary-grade children by mental age. *Journal of applied psychology*, 6: 276-90, September 1922.

An experiment conducted in the City normal school of Rochester, N. Y., to determine the advisability of classifying children in the first, second, and third grades on the basis of mental, rather than chronological age.

**Madsen, I. N.** The contribution of intelligence tests to educational guidance in high school. *School review*, 30: 686-91, November 1922.

**Otis, Arthur S.** The method for finding the correspondence between scores in two tests. *Journal of educational psychology*, 13: 529-45, December 1922.

**Pintner, B. and Cunningham, Bess V.** The problem of group intelligence tests for very young children. *Journal of educational psychology*, 13: 465-72, November 1922.

Describes tests made with the Kindergarten children of the Horace Mann school, Columbia university.

**Psychological and educational tests in the public schools of Winchester, Virginia.** A report to the City school board and the Handley Board of trustees. . . . Charlottesville, Va., Published by the University, 1922. 53p. tables. 8°. (University of Virginia record. Extension series, vol. 6, no. 6, January, 1922)

Investigation conducted by Dr. W. F. Dearborn and Dr. Alexander Inglis, of Harvard university, with the cooperation of the University of Virginia, the State department of education, and the officers and staff of the public schools of Winchester.

**Roberts, Alexander C.** Objective measures of intelligence in relation to high school and college administration. Educational administration and supervision, 8: 530-40, December 1922.

Concludes among other things that intelligence cannot at present be accurately and absolutely measured.

**Terman, Lewis M.** Were we born that way? World's work, 44: 655-60, October 1922.

Discusses the development of intelligence tests; the conservation of talent; racial differences in intelligence, etc.

**Thorndike, Edward L.** An instrument for measuring certain aspects of intelligence in relation to growth, practice, fatigue, and other influences. Journal of experimental psychology, 5: 197-202, June 1922.

**Young, Kimball.** Intelligence tests of certain immigrant groups. Scientific monthly, 15: 417-34, November 1922.

"Deals specifically with certain samples of the South European immigration in terms of general intelligence." Writer believes in a set of well worked out physical and psychological tests to determine the fitness of immigrants to enter the United States.

**Zornow, Theodore A. and Pechstein, L. A.** An experiment in the classification of first-grade children through the use of mental tests. Elementary school journal, 23: 136-46, October 1922.

### EDUCATIONAL TESTS AND MEASUREMENTS.

**Briggs, Thomas H.** English composition scales in use. Teachers college record, 23: 423-52, November 1922. tables.

**Brooks, Samuel S.** Improving schools by standardized tests. Boston, New York [etc.] Houghton Mifflin company [1922] xv, 278p. diagrs., tables, illus. 12°.

How the results of standardized tests of achievement and of intelligence were used to improve the teaching in a New Hampshire supervisory district containing 26 rural, ungraded, one-room schools, under unfavorable conditions, is here told by the superintendent of this district.

**Byrne, Lee.** Using home-made tests in high schools. School review, 30: 536-46, September 1922.

**California. University. Department of education.** Studies in elementary education—2. [Berkeley, Cal.] May 1, 1922. 33p. tables, diagrs. 8°. (Bureau of research in education. Studies nos. 9 and 19)

CONTENTS.—9. Practice in using a handwriting scale, by Cyrus D. Mead and Howard O. Welty.—10. Measuring classroom products in Richmond: Seminar in measurement of elementary school work.

**Dolch, Edward William, jr.** More accurate use of composition scales. English journal, 11: 536-44, November 1922.

Points out three distinct sources of inaccuracy in the use of English composition scales, and suggests methods for improvement.

**Franzen, Raymond.** Attempts at test validation. Journal of educational research, 6: 145-58, September 1922.

Says that we are facing an era of selection of tests, and that we want fewer tests for measuring achievement in a given trait and better construction of such tests.

**Gates, Arthur I.** The psychology of reading and spelling, with special reference to disability. New York city, Teachers college, Columbia university, 1922. vii, 108 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 129.)

**Gregory, Chester Arthur.** Fundamentals of educational measurement, with the elements of statistical method. New York, London, D. Appleton and company, 1922. xvii, 382 p. diags., tables. 12°.

To present the fundamental principles of educational measurement in non-technical language, so far as possible, is a leading aim of this manual, which discusses and describes both the measurement of intelligence and tests of school achievement.

**Hines, Harlan C.** Measuring the achievement of school pupils. American school board journal, 65: 37-38, November 1922.

Gives full lists of educational tests for elementary and secondary schools.

**Jamison, Grace S.** A study in correlation of allied English abilities. Journal of educational research, 6: 241-53, October 1922.

Tests given in the public school of Republic, Mich., September 1918 to June 1920.

**Monahan, A. C.** Standardized educational tests. Catholic school interests, 1: 20-21, August 1922.

"Attention is directed to some of the best and most widely used tests adapted to use by teachers in general."

**Monroe, Walter S.** A critical study of certain silent reading tests. Urbana, The University of Illinois [1922] 52 p. incl. tables. 8°. (University of Illinois. College of education. Bureau of educational research. Bulletin no. 8.)

On cover: University of Illinois bulletin, vol. xix, no. 22.

**Newcomb, Edith I.** A comparison of the Latin and non-Latin groups in high school. Teachers college record, 23: 412-22, November 1922.

Sets forth the evidence from a study of the scores made in the initial tests given in September, 1921, in over 100 high schools. Concludes that the Latin pupils are superior on the whole to the non-Latin group, especially in word knowledge, but that this superiority, on the whole, is not so great as has been supposed.

**Powers, S. E.** A comparison of achievement of high school and university students in certain tasks in chemistry. Journal of educational research, 6: 332-43, November 1922.

**Stone, C. B.** Recent developments in silent-reading tests. Journal of educational research, 6: 102-15, September 1922.

Says that advancement in silent-reading tests has been made along three lines: (1) Simplification in the testing procedure; (2) measurement of ability to read specific types of material; and (3) measurement of specific types of comprehension.

**Wallin, J. E. Wallace.** The achievement of subnormal children in standardized educational tests. [Oxford, Press Ohio state reformatory, 1922] 97 p. incl. tables. 8°. (On cover: Miami university bulletin, ser. xx, no. 7. April, 1922.)

**Wilson, G. M.** Language error tests. Journal of educational psychology, 13: 341-49, 430-37, September, October 1922.

The tests were put in the form of ordinary compositions, as they might be written by children. The children were required to recognize the errors and to correct them.



**SPECIAL METHODS OF INSTRUCTION.****PROJECT METHOD.**

**Carothers, W. H.** A project in county school supervision. *American school board journal*, 65:51, September 1922.

This project was prepared by a class in the Kansas state normal school, 1922, under the direction of Professor Carothers.

**Collings, Ellsworth.** A project in community health. *Journal of educational method*, 2: 68-76, October 1922.

Describes a project worked out in a typical rural school.

**Colvin, Carl.** *Farm projects; a textbook in agriculture for seventh and eighth grades and junior high schools*, by Carl Colvin and John Alford Stevenson. New York, The Macmillan company, 1922. x, 363 p. incl. front., illus. 12°.

"Suggested reference books for the rural school library": p. 354-55.

**Hosic, James F.** What is the project method? *Journal of educational method*, 2: 23-28, 65-67, September, October 1922.

Discusses the various uses of the term 'project method'; importance of philosophy of method; what the project method should be taken to mean; methods vs. method; the project as experience, and as democracy.

— Why study the project method? *Journal of educational method*, 2: 116-19, November 1922.

"The school might be—and of course often is—a place to live a full, earnest, joyous life. The project method tends powerfully to bring this consummation to pass."

**Hunter, Fred M.** The project method: what may be accomplished in the ordinary school and class room. *Journal of educational method*, 2: 101-11, November 1922.

Gives a number of projects in detail, which may be divided into three groups: individual projects, class projects, and school projects.

**Jones, Melissa A.** Dangers and possibilities of the project. *English journal*, 11: 497-501, October 1922.

Shows that the project is dangerous in the hands of the teacher who shirks, and the teacher who is not sincere.

**Kilpatrick, William H.** The project method in college courses in education. *Educational review*, 64: 207-17, October 1922.

Discusses the subject under four heads: (1) What is here meant by the project method? (2) How does its application vary with the advancing age of the student? (3) What modifications are necessary to coordinate it with other demands? (4) What actual applications can we make to college courses in education?

**Skinner, Robert W.** The project method in physics and chemistry. *School review*, 30: 533-35, September 1922.

**VISUAL INSTRUCTION.**

**Gruenberg, Benjamin C.** The educational use of motion pictures. *School and society*, 16: 589-95, November 25, 1922.

Discusses the mechanical problems of the use of motion pictures and like subjects.

**Hays, Will H.** The motion picture in education. *Playground*, 16: 303-6, 365-68, October, November 1922.

Address delivered before the National education association, Boston, Mass., July 6, 1922.

**Lathrop, Charles N.** Motion pictures and the churches. *Playground*, 16: 307-8, 363-64, 387, October, November 1922.

The first and second of a series of four articles summarizing a study of motion pictures made by the Social service commission of the Federal council of churches.

**Ramsey, Jean.** Visual education and the project plan. *Visual education*, 3: 347-50, 379, October-November 1922. illus.

An account of the project method as it prevails in the fourth and fifth grades of Cicero, Illinois, including projects in English, spelling, geography, arithmetic, drawing, and nature-study.

#### DALTON LABORATORY PLAN.

**Cumberbirch, C. T.** The Dalton plan. *Journal of education and School world* (London) 54: 709-11, November 1, 1922.

Discusses the Dalton plan of greater freedom and increasing self-activity for the school child.

**Parkhurst, Helen.** Education on the Dalton plan. With an introduction by T. P. Nunn; contributions by Rosa Bassett and John Eades. New York, E. P. Dutton & company [1922] xviii, 278 p. 8°.

#### SPECIAL SUBJECTS OF CURRICULUM.

##### READING.

**Buswell, Guy Thomas.** Fundamental reading habits: a study of their development. Chicago, Ill., The University of Chicago [1922] xiv, 150 p. tables, diagrs. 8°. (*On cover*: Supplementary educational monographs pub. in conjunction with *The School review* and *The Elementary school journal*, no. 21, June 1922)

**Judd, Charles Hubbard and Buswell, Guy Thomas.** Silent reading: a study of the various types. Chicago, Ill., The University of Chicago [1922] xiii, 160 p. 8°. (*On cover*: Supplementary educational monographs pub. in conjunction with *The School review* and *The Elementary school journal*, no. 23, Nov., 1922)

**Simpson, I. Jewell.** Silent reading, suggestions for testing and for corrective work. Issued by State department of education. Baltimore, Md., [1922] 32p. incl. diagrs. 8°. (Maryland school bulletin, vol. iv, no. 4)

CONTENTS: Testing should precede teaching.—Choice of tests.—Training to improve comprehension.—Training to increase speed.—Reading for appreciation and enjoyment.—Scores in silent reading tests made in typical Maryland counties.

**Smith, William A.** The reading process. New York, The Macmillan company, 1922. xii, 267 p. illus., charts. 12°.

Although to the casual observer reading may seem a simple and commonplace performance, it actually is a very complex process. This book aims to furnish a body of information—psychological, philological, historical, and experimental—which will qualify the teacher to develop and use intelligently methods of teaching reading. The linguistic and historical material given in this treatise is designed to afford to teachers of reading the perspective necessary for the best work.

**Stone, Cliff W.** Improving the reading ability of college students. *Journal of educational method*, 2: 8-23, September 1922.

Article contains much about silent reading.

**Sutherland, A. H.** Correcting school disabilities in reading. *Elementary school journal*, 23: 37-42, September 1922.

Says that failures in the upper grades, high school, college, and technical school are largely due to poor habits of reading. Describes conditions which bring about this fruitless method of study.

## HANDWRITING.

**Great Britain.** Board of education. Print-script. London, H. M. Stationery office, 1922. 26 p. 12°. (Educational pamphlets, no. 40. Elementary school series, no. 1v.)

## ENGLISH AND COMPOSITION.

**Chambers, R. W.** The teaching of English in the universities of England, with a note in comment on the article by John Bailey. [London] 1922. 36p. 8°. (The English association. Pamphlet no. 53)

**Coleman, Elizabeth T.** Assignments in beginning oral English. *Quarterly journal of speech education*, 8: 311-22, November 1922.

The correlation of written and spoken speech.

**Gilbert, A. H.** What shall we do with freshman themes? *English journal*, 11: 392-403, September 1922.

**Mathes, C. H.** The changing methods of instruction in English. *Education*, 43: 73-82, October 1922.

The two direct and primary purposes of the technical study of English are: "first, the intelligent systematization of the materials of expression; secondly, the independent and efficient manipulation of these materials for determinate rhetorical ends."

**Pound, Louise.** Pronunciation in the schools. *English journal*, 11: 455-62, October 1922.

Read before the English section at a meeting of the Nebraska state teachers' association at Omaha.

**Pulcifer, Mrs. Louis B.** An international adventure in English. *English leaflet*, vol. 22, no. 190, December 1922. 13p.

The object of the paper is to tell what some pupils in a rural high school have been doing to fit themselves for citizenship of the world.

**Reavis, W. C.** Student publications in high schools. *School review*, 30: 514-20, September 1922.

**Silberstein, Nathan.** The variability of teachers' marks. *English journal*, 11: 414-24, September 1922.

The author makes some suggestions on how it can be made possible to place upon a scientific basis the evaluation of pupils' work.

**Wolfson, George.** New objectives in oral English. *Bulletin of high points in the work of the high schools of New York city*, 4: 16-20, February 1922.

## LITERATURE.

**Carter, Allan L.** How shall Shakespeare be taught in high schools? *Educational review*, 64: 227-32, October 1922.

Emphasizes the realizing of the dramatic possibilities of Shakespeare, instead of inquiries into Shakespeare's philosophy, etc.

**Hilson, Jane Anderson, and Wheeling, Katherine E.** Illustrative material for high school literature. *English journal*, 11: 482-90, October 1922.

Music and picture material have been assembled as an aid to the teacher of English and the librarian, and the list is given.

**Keys, Rowena Keith, comp.** Recommended English readings for high schools. On cover: Library edition. New York, Noble and Noble [1922] 64p. 8°.

**Schelling, Felix E.** Reasons for teaching English literature. *Pennsylvania gazette*, 21: 223-24, December 8, 1922.

An address delivered at the annual meeting of the college conference on English in the central Atlantic states, held at Wilmington, Del., December 2, 1922.

## ANCIENT CLASSICS.

**Finegan, Thomas E.** The place of the classics in the public high school program. *Classical journal*, 18: 100-3, November 1922.

The writer says that he would not impose the study of the classics upon any student, but would make such study available for all who possess mental aptitude for it.

**Inglis, Alexander.** The conditions of success in teaching the classics. *Classical journal*, 18: 9-18, October 1922.

The writer sums up the conditions as follows: (1) The adjustment of instruction to the capacities, interests, and needs of the pupils concerned; (2) adaptation to the laws of learning; (3) the adaptation of instruction to the aims and values for which the classics are studied.

**Nutting, H. C.** Latin and mental training. *Classical journal*, 18: 91-99, November, 1922.

Contents that a study of the classics carries with it a transfer of training in large amount. Criticises with Prof. Stratton the position of the modern school on this question of educational psychology.

——— **Types of Latin instruction.** *Classical journal*, 18: 26-32, October 1922.  
A study of the Latin situation in the public high schools of California.

## MODERN LANGUAGES.

**Jordan, Riverda H.** The responsibility of the teacher of modern language. *Journal of education*, 96: 287-90, September 28, 1922.

To meet the aims of teachers and of education in general, and to meet a particular aim and problem to himself.

**Martin, Henry M.** An ideal and a standard in modern language teaching. *Educational review*, 64: 291-300, November 1922.

Discusses methods of teaching the Spanish language.

**Wilkins, Lawrence A.** Concerning the study of Spanish in the United States. *Educational review*, 64: 406-14, December 1922.

Emphasizes the desirability of studying Spanish in the secondary schools and colleges.

## MATHEMATICS.

**Newcomb, E. S.** Teaching pupils how to solve problems in arithmetic. *Elementary school journal*, 23: 183-89, November 1922.

## SCIENCE.

**Foley, Arthur L.** The college student's knowledge of high school physics. *School science and mathematics*, 23: 601-12, October 1922.

**Gregory, Sir Richard.** Educational and school science. *Nature (London)* 110: 420-23, September 23, 1922.

Says that school instruction in science is not intended to prepare for vocations, but to equip pupils for life as it is and as it soon may be.

From the address of the president of the section of educational science, British association for the advancement of science, at Hull, England, September 7, 1922.

Sections from this address are also given in *Journal of education (London)*, 54: 633-34, October 1922; and *Science*, n. s. 56: 433-39, October 20, 1922; *School and society*, 16: 421-27, 454-61, October 14, 21, 1922.

**Segerblom, Wilhelm.** A first course in general chemistry. *Science*, n. s. 56: 320-23, September 22, 1922.

## GEOGRAPHY.

**Brown, E. N. R., Howarth, O. J. R., and McFarlane, J.** The scope of school geography. Oxford, The Clarendon press, 1922. 158 p. 12°.

**Parker, Edith P.** A fourth-grade geography unit. *Elementary school journal*, 23: 92-109, October 1922.

An experiment tried in the fourth grade of the University of Chicago elementary school. An effort to give children a conception of the world as a whole.

**Pittsburgh. Board of public education.** Dept. of research and measurement. Course of study in geography for grades 3B to 8A. Pittsburgh, Pa., The Board of public education, 1922. 73 p. 12°. (Bulletin no. 4)

**Smith, Joseph Nelson.** How to improve geography teaching in the public high schools. *Chicago schools journal*, 5: 12-18, September 1922.

**Stark, Mabel C.** Some suggestions for needed lines of emphasis in our normal school geography. *Journal of geography*, 21: 245-53, October 1922.

Paper presented at the New England geographical conference at Clark university, January 1922.

#### HISTORY.

**New York (City) Department of education.** Report of the committee to investigate the charges made that certain history textbooks in use in the public schools of the city of New York contain matter which is in derogation of the achievements of our national heroes, of the founders of the Republic, and of those who have guided its destinies; and that some books contain propaganda. [New York, Stillman appellate printing company] 1922. 176 p. 8°.

The committee of principals and teachers making this report was appointed to investigate the subject by direction of William L. Ettinger, superintendent of schools of New York city. They present various findings of fact and recommendations regarding textbooks in American history for use in elementary and high schools.

**Pierce, Bessie L.** Aids for history teachers, by the Department of history. I. The socialized recitation. Iowa City, The University [1922] 16p. 8°. (University of Iowa. Extension division bulletin no. 81.)

#### MUSIC.

**Gartlan, George H.** A method of teaching music. What is it? Is there such a thing? *Musical courier*, 85: 16, December 7, 1922.

A brief discussion of the subject, mentioning the basis for teaching school music, methods in piano, violin, etc., and the object of the work.

— A new kind of training for music supervisors. *Musical courier*, 85: 35, September 14, 1922.

An account of the work which was done during the past school year at Oberlin college.

— The normal school in school music. *Musical courier*, 85: 57, November 9, 1922.

Training for grade teachers and extension courses for supervisors.

**Gibson, Thomas L.** Music in the rural schools. *School music*, 23: 5-10, November-December 1922.

The author discusses the problems of time allotted for musical study; training of rural music teachers; limited musical experiences of rural children; etc.

**Home, Ethel.** Supplementary aids to education: music. *Journal of education and School world* (London) 54: 645-47, October 1922.

**Hutson, P. W.** Some measures of the musical training and desires of high-school seniors and their parents. *School review*, 30: 604-12, October 1922.

Endeavors to show the attraction that music has for the fourth-year students of the Central high school, Minneapolis, Minn.

**Kern, Mary B.** Report on corrective treatment of a group of monotones. Elementary school journal, 23: 197-202, November 1922.

The term "monotone" is used by the writer to designate such children as are retarded musically from any cause, physical or mental. An experiment tried at the University elementary school of the University of Chicago during the school year 1921-22. To be continued.

**Taylor, David C.** The psychology of singing; a rational method of voice culture based on a scientific analysis of all systems, ancient and modern. New York, The Macmillan company, 1922. xix, 373p. 12°.

#### DRAMATICS.

**Gartlan, George H.** Dramatics and school music. Musical courier, 85: 16, October 5, 1922.

The value of expression in oral English, and school progress in the past century.

#### ART EDUCATION.

**Beard, Frederica.** Beauty in education. School arts magazine, 22: 67-70, October 1922.

The necessity of beauty in a child's life.

#### SAFETY.

**James, Stephen, ed.** Six safety lessons submitted in the 1921 national safety lesson contest. Washington, D. C. The Highway education board [1922] 56p. 12°. (Highway education board. Bulletin no. viii)

#### THRIFT.

**Bowman, Melvin E.** The school savings bank. School and society, 16: 309-15, September 16, 1922.

How to start one; description of the systems now in use; influence of banks on children; etc.

Also with same title, in somewhat different form, in Elementary school journal, 23: 56-67, September 1922.

#### PRIMARY EDUCATION.

**Johnson, Harriet M.** A nursery school experiment. Descriptive report by Harriet M. Johnson with a section on music by Carmen S. Reuben. New York, Bureau of educational experiments, 1922. 81p. illus., music. 8°. (On cover: Bureau of educational experiments. Bulletin no. 11)

A symposium of primary work in the schools of Utah. Utah educational review, vol. 16, no. 2, October 1922. Special bulletin no. 1. 81p. 8°.

#### RURAL LIFE AND CULTURE.

**Chase, Lew Allen.** Rural Michigan. New York, The Macmillan company, 1922. xiii, 492p. front., plates, map. 12°. (Rural state and province series, ed. by L. H. Bulley)

Chapter xi of this book, p. 347-82, is entitled Educational enterprises of Michigan. The final chapter deals with Status and tendencies in Michigan rural life.

**Drummond, A. M.** Plays for the country theatre. Ithaca, N. Y., Cornell university, New York state college of agriculture, 1922. cover-title, p. 243-312. 8°. (Extension bulletin 53, June, 1922)

Discusses choosing plays, copyright and royalties; gives lists of plays, with annotations, and describes the lending of plays in the Package library service, by the State college of agriculture, Ithaca, N. Y.

**Hinshouse, Paul M.** A dip into rural life facts. *Continent*, 53: 1373-74, November 2, 1922.

A study of Americanisation in the rural districts.

**Nason, W. C.** Uses of rural community buildings. [Washington, Government printing office, 1922] cover-title, 32p. incl. illus. 8°. (U. S. Department of agriculture. Farmers' bulletin no. 1274, July, 1922)

**Rankin, J. O.** Reading matter in Nebraska farm homes. [Lincoln, Neb., 1922] 28p. illus. 8°. (Nebraska Experiment station bulletin 180. June, 1922)

Agricultural experiment station of the University of Nebraska and United States Department of agriculture cooperating.

Based mainly on the results of a survey conducted in 1920-21, supplemented by information from other sources.

**Vogt, Paul L.** Introduction to rural sociology. New York, London, D. Appleton and company, 1922. xvi, 457p. diags., maps, tables. 8°.

Chapter XV of this book deals with the school as a factor in rural life; chapter XVI with other rural educational agencies; chapters XVII-XVIII with the church and country life, and measures for improving the rural church. Chapters XX-XXV take up various aspects of village life.

### RURAL EDUCATION.

**Brown, George A.** Iowa's consolidated schools. Issued by the Department of public instruction, Des Moines, Ia. P. E. McClenahan, superintendent. Des Moines, The State of Iowa [1922] 100p. illus., plans. 8°.

**Field, Jessie.** A real country teacher; the story of her work. Chicago, A. Flanagan company, 1922. 119p. illus. 16°.

**Haggerty, M. E.** Rural school survey of New York state. Educational achievement. Ithaca, N. Y., 1922. 223p. diags., tables. 12°.

How well are the rural and village schools of New York state teaching the subjects which by general consent belong to their curriculum? This is the question which the Division of tests and measurements in the New York survey undertakes to answer in this report.

**Hoffman, U. J.** Organizing and teaching a one-teacher school. Issued by F. G. Blair, superintendent of public instruction. [Springfield, Ill., Schnepf & Barnes, printers, 1922] 32p. 8°.

**Kansas state normal school, Emporia.** What people say about school consolidation; together with questions we are asked relating to school consolidation. Comp. by the Department of school consolidation, Kansas state normal school, Emporia. Topeka, Printed by Kansas state printing plant, B. P. Walker, state printer, 1922. 50p. incl. illus. tables. 8°. (Bulletin series, vol. 1, no. 2, July 1, 1922)

**Laughlin, E. V.** The improvement of country schools. *Educational review*, 64: 301-4, November 1922.

A plea for better trained teachers.

**Moore, Elizabeth.** Rural school health survey, Missouri. St. Louis, Mo., 1922. 2 p. l., 46p. 8°. (Missouri tuberculosis association)

**Pendray, G. Edward.** Opening exercises in rural schools. *Progressive teacher*, 28: 7-9, September 1922.

**Rogers, Lloyd.** A new kind of rural school. *Education*, 43: 19-30, September 1922.

Emphasizes the necessity of a rural school that is correlated with rural life.

A rural school curriculum to meet the needs of rural children. *Journal of the New York state teachers' association*, 9: 178-85, October 1922.

The article concludes with the hope that the course of study for rural elementary schools may never become fixed and final, but change to keep pace with new improvements in education and to suit the needs of rural children.

**Updegraff, Harlan.** Rural school survey of New York state. Financial support. Ithaca, N. Y., 1922. 233p. diagrs., tables. 12°.

Professor George A. Works, director of the New York State rural school survey, says that the present study of financial conditions by Dr. Updegraff is so fundamental and his recommendations so sound that they should receive consideration in every State of the Union.

## SECONDARY EDUCATION.

**Bennett, H. Omer.** Developing leadership in the high school. *Education*, 43: 107-15, October 1922.

Says that every high school should have a well-organized student body association and as many other organizations as it can well take care of. These organizations should be officered by students, with a faculty adviser for each organization.

**Bobbitt, Franklin.** Curriculum making in Los Angeles. Chicago, Ill., The University of Chicago, [1922] 166 p. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, no. 20, June 1922)

Describes the work now going on in Los Angeles in the re-examination of current courses of study in junior and senior high schools. The subject is presented for the purpose of arousing discussion of the method in order to improve it, and also to make a contribution to the formulation of a technique of practical curriculum re-examination and reformulation.

**Briggs, Thomas H.** What next in secondary education? *School review*, 30: 521-32, September 1922.

**Butler, Sylvester B.** Building for the present and the future. *School review*, 30: 686-91, November 1922.

Describes the work of the Terryville high school, Connecticut. Gives an outline of the administration of the school work and of its work in educational guidance.

**Counts, George S.** The selective character of American secondary education. Chicago, Ill., The University of Chicago [1922] xviii. 162 p. diagrs., tables. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, no. 19, May 1922)

This study undertakes to determine the sociological and psychological character of the public high school population from data obtained by means of questionnaire cards filled in by pupils of public high schools in Seattle, Wash.; St. Louis, Mo.; Bridgeport, Conn.; and Mt. Vernon, N. Y.

**Goaling, Thomas W.** A social-science core for the junior and the senior high school curriculum. *School review*, 30: 584-91, October 1922.

Says that much constructive thinking must be done before social studies can be permanently established in the schools. Discusses the aim of instruction in such studies.

**Norman, James William.** A comparison of tendencies in secondary education in England and the United States. New York city, Teachers college, Columbia university, 1922. x, 186 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 119)

What should be the nature of secondary education in a democracy? Is the underlying question throughout this study, which groups its discussion under four headings: (a) Educational administration, or for whom and by whom is secondary education to be provided; (b) the curriculum of secondary education; (c) educational method; (d) the meaning of secondary education in a democracy.



- Oliver, Maude Louise.** High school organizations and their administration. American school board journal, 65: 58-59, 98, 129, October 1922.  
Studies the method of solving the problem of "no fraternities" worked out in the Pasadena high school through the encouragement of legitimate organizations.
- Smith, Harvey A.** A study of high school failures and their causes. Educational administration and supervision, 8: 557-72, December 1922.  
Study based on official records of the high school in Millville, N. J.
- Tighe, Benjamin C. B.** Some aspects of secondary education in North Dakota. Quarterly journal of the University of North Dakota, 13: 11-20, October 1922.  
An analysis of the problems of operation and reorganization of North Dakota schools.
- Wetherow, E. B.** Plans for obtaining higher efficiency and lower cost of maintenance of small high schools. Prepared under the direction of Benjamin J. Burris, state superintendent of public instruction. [Indianapolis, 1922] 11 p. 12°. (Indiana. Dept. of public instruction. Bulletin no. 56, 1922)

#### JUNIOR HIGH SCHOOLS.

- Dehl, J. D.** Junior high school modern foreign language study in the light of the psychological principles of reading. Modern language journal, 7: 67-74, November 1922.  
Author advocates the subordination of oral drill, spelling, grammar study, written exercises, etc., to the acquirement of the silent reading power.
- Dvorak, August.** Recognition of individual differences in the junior high school. School review, 30: 679-85, November 1922.  
A questionnaire study of 86 junior high schools in various parts of the United States.
- Gosling, Thomas W.** The social studies in the junior high school. School and society, 16: 623-27, December 2, 1922.  
Given before the History section of the Wisconsin teachers association, Milwaukee, November 1922.
- Phillips, H. S.** Report of a committee on junior high schools, Denver, Colorado. Elementary school journal, 23: 13-24, September 1922.  
Says that the weight of opinion on the part of pupils, teachers, and principals is in favor of directed and supervised study during a part of the regular recitation period.
- Pratt, O. C.** Status of the junior high school in larger cities. School review, 30: 663-70, November 1922.  
Study based on replies to a questionnaire sent to all cities with a population of more than 100,000. Replies showed that schoolmen were distinctly in favor of junior high schools.
- Renwick, Albert.** The junior high school vs. the six-year high. Education, 43: 232-43, December 1922.  
Says that although the program of studies may be a much more intricate affair in the junior high school, the difference from the six-year high school is not essentially the program but the difference in housing.
- Smith, Homer J.** Special preparation for junior high school service. Educational administration and supervision, 8: 513-18, December 1922.  
Says that normal schools lead in practice departments, special curricula, and special methods courses. Colleges offer more general administrative courses.
- Stone, Seymour I.** The social sciences in the junior high school. School review, 30: 760-69, December 1922.  
Says that the junior high school is, in a very special sense, the school for the development of citizenship and character, hence the value of social sciences in the curriculum.

## TEACHER TRAINING.

Benson, Charles E. The output of professional schools for teachers. Baltimore, Md., Warwick & York, inc., 1922. x, 88 p. tables, diagrs. 8°.

A study of the distribution of the graduates of a selected group of schools engaged in the professional preparation of the public-school teachers.

Briggs, Thomas H. Major professional courses at Teachers college, Columbia university. Educational administration and supervision, 8:392-97, October 1922.

Cole, Thomas B. Learning to be a schoolmaster. New York, The Macmillan company, 1922. 60 p. 12°.

The author, who is superintendent of schools of Seattle, Wash., here relates some of his personal experiences in the teaching profession, for the guidance of those just entering the service.

Grant, James B. Acquiring skill in teaching. New York, Chicago [etc.] Silver, Burdett & company [1922] xii, 222, vi p. 12°.

Johnson, Laura B. Teacher training through participation. Modern language journal, 7:28-37, October 1922.

The author advocates admitting prospective teachers into the various elementary classes as well prepared, active participators in all class room problems.

Landsittel, F. C. Cooperation in teacher training. Educational review, 64:377-82, December 1922.

Says that the university in a large city is in a position advantageous to promote improved organization for teacher training purposes. If there is an urban university, teacher training belongs to it.

Martz, Charles E. and Kinneman, John A. Social science for teachers. West Chester, Pa., Temple press, 1922. 276, xi p. 12°.

Noyes, Ernest C. Improvement of teachers in service. Pennsylvania school journal, 71:101-3, November 1922.

Osburn, Worth J. Some conditions of improvement in teacher training. Educational administration and supervision, 8:486-89, November 1922.

Mentions two conditions that are indispensable to the professional welfare of those who teach teachers: (1) Direct contact with the problems of the field; and (2) constructive activity in the solution of those problems.

Pillsbury, W. Howard. The Buffalo plan of teacher training. Journal of the New York state teachers' association, 9:237-44, November 1922.

Ross, Carmon. The status of county teachers' institutes in Pennsylvania. Philadelphia, Pa., 1922. xvi, 168 p. tables, forms. 8°.

Thesis (Ph. D)—University of Pennsylvania.

While this book is primarily a study of the efficiency of county teachers' institutes in Pennsylvania, it also presents incidentally a general survey of the present status of teachers' institutes in the whole United States.

Student-teaching. Educational administration and supervision, vol. 8, no. 6, September 1922. Student-teaching number.

Contains: H. K. Douglass: The assignment of supervised student-teachers.—E. L. F. Williams: Administration of observation in the teacher-training institutions of the United States.—L. J. Brueckner: Field work as a means of training student-teachers.—H. F. Foster: Student-teaching and the training of the junior high school teacher.—H. W. Nutt: Essentials in the supervision of student-teaching.—H. C. Pryor: Graded unit in student-teaching.

Williams, O. H., ed. Rural teacher training in Indiana; approved normal training courses for class A and class B professional certificates for rural teachers. Prepared under the direction of Benjamin J. Burris, state superintendent of public instruction. 1922. Indianapolis, Wm. B. Burford, contractor for state printing and binding, 1922. 28 p. 12°. (Indiana Dept. of public instruction. Educational bulletin no. 55. Teacher training series no. 5)

**Zook, George F.** Preparation for teaching the social sciences. *Educational review*, 64: 310-19, November 1922.

Discusses the history of the movement to introduce the teaching of social sciences into the secondary schools, and outlines the means of preparation for teaching such sciences.

### TEACHERS' SALARIES AND PROFESSIONAL STATUS.

**Bracken, John L.** The Duluth system for rating teachers. *Elementary school journal*, 23: 110-19, October 1922.

The aim of the Duluth plan is to devise methods of measuring, conserving, and enhancing the demonstrated ability of the teachers. Report of the board of education.

**Hall, William.** The tenure of teachers. *American school board journal*, 65: 106, 117-18, October 1922.

As a school board member, the writer discusses the Minnesota "Teachers' tenure bill," a typical tenure bill, giving the arguments for and against it.

**Hart, J. Y.** An investigation of sickness data of public elementary school teachers in London, 1904-1919. *Journal of the Royal statistical society*, 85: 349-92, May 1922. Tables. Discussion of Mr. Hart's paper, p. 392-411.

A paper read before the Royal statistical society at London, March 21, 1922.

**Knight, Frederic Butterfield.** Qualities related to success in teaching. New York city, Teachers college, Columbia university, 1922. x, 67 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 120)

### HIGHER EDUCATION.

**Association of land-grant colleges.** Proceedings of the thirty-fifth annual convention . . . held at New Orleans, La., November 8-10, 1921. Burlington, Vt., Free press printing company, 1922. 364p. 8°. (J. L. Hills, secretary, University of Vermont, Burlington, Vt.)

Contains: 1. J. J. Tigert: The relation of the Federal Bureau of education to the state universities and colleges, p. 21-28. 2. H. L. Russell: The agricultural experiment station in middle life and after, p. 30-40. 3. T. H. Eaton: Improvement of college teaching, p. 117-27. 4. C. R. Woodward: Some basic principles underlying the curriculum of the college of agriculture, p. 127-35. 5. Alfred Vivian: What are the aims of collegiate instruction in agriculture? p. 149-57. 6. R. W. Thatcher: Agricultural research in relation to the public welfare, p. 192-203. 7. E. D. Sanderson: An extension program in rural social organization, p. 216-23. 8. W. A. Lloyd: Methods of building an extension program adapted to the needs of local communities, p. 242-53. 9. C. B. Richards: Some of the problems of the engineering college executive, p. 259-68. 10. A. R. Mann: Relation of the extension specialist to the resident staff in home economics, p. 315-24.

**The American college and its curriculum.** Articles by college presidents and professors. A supplement to the *New republic* for October 25, 1922—vol. xxxii, no. 412, pt. 2. p. 1-15.

Contains: 1. Alexander Melkjohn: The unity of the curriculum. 2. H. W. Chase: The problem of higher education. 3. H. B. Alexander: The college at the cross roads. 4. A. W. Vernon: The college for liberal arts in the Middle West. 5. Karl Young: Hope for the college. 6. M. L. Burton: The undergraduate course. 7. W. A. Nellson: Special honors at Smith. 8. S. P. Sherman: The liberal arts course at Illinois. 9. John Erskine: General honors at Columbia. 10. C. H. Moore: The general final examination at Harvard.

These articles discuss the following question: What is the general meaning and purpose of the undergraduate curriculum, and what specific measures can be taken to develop this meaning or carry out this purpose?

**Boas, Ralph P.** Who shall go to college? *Atlantic monthly*, 130: 441-48, October 1922.

Discusses the present situation of the endowed colleges of America, which compels them to limit their enrollment of students in some way, if the colleges are to continue in their present form. Balances the gains and losses of a policy of exclusion of certain racial groups—of preferring the development of social qualities to active scholastic competition.

**Capen, Samuel P.** American university education. *School and society*, 16: 533-42, November 11, 1922.

Inaugural address as chancellor of University of Buffalo, October, 1922.

**Claxton, P. P.** Higher education in Tennessee. *University of Tennessee record*, 25: 39-49, September 1922. (Commencement number.)

**Conant, Lawrence Wickes.** Tackling tech. Suggestions for the undergraduate in technical school or college. New York, The Ronald press company, 1922. xiv, 197p. illus. (forms) 12°.

Costs of higher education. *Educational review*, 64: 342-43, November 1922.

An editorial discussing the work of the Joint board of higher curricula of the state of Washington and the third report of the board, which was organized to investigate and control the cost of higher education in Washington.

**Flack, Robert C.** College—one year after. *Forum*, 68: 851-61, October 1922.

Influence of university education on world problems. Mental viewpoint of a Harvard graduate.

**Flewelling, Ralph Tyler, ed.** Exercises in dedication of George Finley Board administration auditorium, Hoose hall of philosophy, and Stowell hall of education, University of Southern California, June 19 to 23, 1921, Los Angeles. [Los Angeles, University of Southern California press, 1922] 239p. front., plates. 8°.

**Gillette, John M.** Economic and social background of the University of North Dakota. *Quarterly journal of the University of North Dakota*, 13: 21-45, October 1922. diagrs., maps.

**Hollis, M. C.** English and American universities. *Outlook*, 132: 599-601, December 6, 1922.

The writer is a member of a debating team from Oxford university which has been touring some of the Eastern universities—Bates College, Columbia, Yale, Harvard, Swarthmore, and the University of Pennsylvania, and writes of the differences between Oxford and Cambridge on the one hand, and these universities on the other.

**Institute of international education.** A bibliography on the United States for foreign students. New York, September 20, 1922. 50p. 8°. (Third series. Bulletin no. 3)

An annotated list of books calculated to give the foreigner an accurate view of the history, government, literature, education, resources, and social conditions of America.

**Kane, W. T.** The small college. *America*, 27: 538-40, September 23, 1922.

**Meiklejohn, Alexander.** What are college games for? *Atlantic monthly*, 130: 663-71, November 1922.

This paper criticizes the prevalent mode of administration of college games. President Meiklejohn maintains that if undergraduates are to have real games, they must do their own coaching, take charge of their own teams, and win or lose on their own efforts.

**Mendenhall, Thomas C., ed.** History of the Ohio state university. Vol. III. Addresses and proceedings of the semicentennial celebration, October 13-16, 1920. Columbus, The Ohio state university press, 1922. 460p. front. (port.) plates. 8°.

**Minnesota. University. Survey commission.** Report of the survey commission, III. a. The departments of the university. b. The needs of the University of Minnesota. [Minneapolis, The University of Minnesota, 1922] 54p. 4°. (Minnesota. University. Bulletin, vol. xxv, no. 5, March 27, 1922)

"References" at end of each chapter.

Bibliography: p. 96-98.

**Snedden, David.** Collegiate education and democracy. School and society, 16: 594-600, November 25, 1922.

From an address at dedication exercises of new college buildings, Skidmore college, October 1922.

Says that "the spirit or ideal of democracy" asks of education that there be equal opportunities for those whom it serves, and that in its effects and outcomes it shall reinforce and extend the ends of democracy.

**Spanton, A. I., ed.** Fifty years of Buchtel (1870-1920). Published under the auspices of the Buchtel college alumni association. Akron, Ohio, 1922. x, 446p. front., plate. 8°.

A semi-centennial history of the institution now known as the Municipal university of Akron, which includes an appreciative sketch of the administration of the incumbent in the presidency, Dr. Parke R. Kolbe.

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- Alexander, Carter.** The problem of financing public education. School and society, 16: 336-43, 372-78, September 23, 30, 1922.
- Douglas, J. L.** A city program for superintendents and boards. Kentucky high school quarterly, 8: 20-41, October 1922.
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- McElhannon, J. C.** Judicial interpretations of laws relating to school bonds. Elementary school journal, 23: 215-26, November 1922.
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- Strayer, George Drayton and Evenden, Edward Samuel.** Syllabus of a course in the principles of educational administration. New York city, Teachers college, Columbia university, 1922. 166p. diagrs., tables. 8°. (Teachers college syllabi, no. 11)  
The fundamental principles of educational administration are outlined in this syllabus as given in a one-year course in Teachers college, Columbia university, but their form is also adapted for use elsewhere.
- Struble, George G.** A study of school board personnel. American school board journal, 65: 48-49, 137-38, October 1922.  
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**Briggs, Thomas H.** The professionally trained high-school principal. *School review*, 30:653-62, November 1922.

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**Edmondson, J. B.** What shall we expect of the high school principal? *American school board journal*, 65:39-40, 127-28, September 1922.

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**Gibson, Jessie E.** Experiments in social education. *School review*, 30: 613-20, October 1922.

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- Snedden, David.** Some prospects of vocational education. *Vocational education magazine*, 1: 5-8, September 1922.

### VOCATIONAL GUIDANCE.

- Brewer, John M.** A vocational-guidance program which any school can adopt. *American education*, 26: 108-112, November 1922.  
Author shows the possibilities of vocational guidance in a school of the meagerest resources.
- Edgerton, A. H.** Present status of guidance activities in junior high school. *Education*, 43: 173-83, November 1922.  
Majority of schools report that they are not making a special attempt to emphasize proficiency in specific occupations as low as the seventh and eighth grades.
- Ellis, Margaret C.** Some observations on vocational guidance. *Education*, 43: 161-69, November 1922.  
Advocates the need of an expert vocational guidance director in every school.
- Freyd, Max.** A method for the study of vocational interests. *Journal of applied psychology*, 6: 243-54, September 1922.
- Kitson, Harry Dexter.** Vocational guidance in Europe. *School and society*, 16: 645-50, December 9, 1922.  
An address delivered before the National vocational guidance association, Detroit, December 1, 1922.
- Leavitt, Frank M.** Guidance and placement in developing a vocational program for the Pittsburgh public schools. *Vocational education magazine*, 1: 127-30, October 1922.
- Lord, Chester S.** The young man and journalism. New York, The Macmillan company, 1922. ix, [3], 221 p. 12°. (Half-title: Vocational series, ed. by E. H. Sneath.)

## WORKERS' EDUCATION.

**National conference on workers' education in the United States.** 2d, New York, 1922. Workers education in the United States; report of proceedings second National conference on workers' education in the United States held at the New school for social research, New York city, on April 22 and 23, 1922. New York city, Workers' education bureau of America, 1922. 196p. 8°. (Workers' education bureau series, no. 3)

The papers comprised in this volume are grouped together by sections, as follows: I. Workers' education in the United States.—II. Aims of workers' education.—III. The labor movement and labor education.—IV. Executive session.—V. Teaching methods in workers' education. Among the contributors are James H. Maurer, chairman of the Workers' education bureau; Samuel Gompers, C. A. Beard, Albert Mansbridge, Mathew Woll, Charles Stillman, Prof. W. H. Kilpatrick, and Winthrop Talbot.

**Cohn, Fannia M.** Workers' education: an international movement. Nation, 115: 579-80, November 29, 1922.

**Curoe, Philip B. V.** A real opportunity for our colleges. Educational review, 64: 420-25, December 1922.

Emphasizes the significant movement for education within the ranks of organized labor. Investigation shows that the workers desire a liberal education and not a narrow vocational one.

**Maurer, James H.** Labor's demand for its own schools. Nation, 115: 276-78, September 20, 1922.

**Thompson, Laura A., comp.** Workers' education; a list of references (in English). [Washington, D. C., Government printing office, 1922] 18p. 8°.

From the Monthly labor review (June, 1922) of the Bureau of labor statistics, United States Department of labor.

## HOME ECONOMICS.

**Lyford, Carrie Alberta.** Homemaking needs based on location and nationality—needs of the negro. Vocational education magazine, 1: 113-16, October 1922.

**Snedden, David.** Education of girls and women for the home: its several varieties. Vocational education magazine, 1: 285-90, December 1922.

## COMMERCIAL EDUCATION.

**Bacon, Francis L.** The correlation of extra-curricular activities with the department of business education. School review, 30: 671-78, November 1922.

A successful experiment tried out by the Newton high school, Newtonville, Mass., of having the business department develop the principles and appreciation of business relations in the management and conduct of the extra-curricular activities of the school.

**Lyon, Leverett S.** Education for business. Chicago, Ill., The University of Chicago press [1922] xiv, 618p. diags., tables. 12°.

This work undertakes to determine the general objectives of business education, to indicate the important agencies concerned, and to suggest the proper place of each. It is therefore adapted to serve as a broad general introduction to the study of business education for prospective teachers of the subject.

**Marvin, Clloyd Heck.** Commercial education in secondary schools. New York, H. Holt and company, 1922. vii, 216p. tables, fold. plan. 12°.

**Eurlinden, F. J.** Training for business from a business man's viewpoint. Vocational education magazine, 1: 273-78, December 1922.

Address delivered before the Northwestern Ohio teachers' association at Cleveland, October 27, 1922.



## PROFESSIONAL EDUCATION.

## LAW.

**Carnegie foundation for the advancement of teaching.** The progress of legal education. The Washington conference and the Association of American law schools. List of law schools. Current bar admission requirements. New York, The Carnegie foundation for the advancement of teaching, 1922. 34p. 4°.

Advance extract from the seventeenth annual report of the president of the Carnegie foundation.

## MEDICINE AND NURSING.

**Beard, Richard O.** The modern education of women for the profession of nursing. *American Journal of nursing*, 23: 26-33, 113-19, October, November 1922.

**Omwake, George L.** College credit for medical studies. *Educational review*, 64: 387-91, December 1922.

## ENGINEERING EDUCATION.

**Dunlap, John H.** Preparing the engineer for the new era. *Engineering education*, 13: 48-64, October 1922.

**Kennelly, A. E.** On the education of engineers in France. *Engineering education*, 13: 89-118, November 1922.

Emphasizes the differences between the French and American teaching of applied science.

**Scott, Charles F.** The future of engineering education. *Engineering education*, 13: 2-9, September 1922.

## CIVIC EDUCATION.

**Ashley, Roscoe Lewis.** The practice of citizenship in home, school, business, and community. New York, The Macmillan company, 1922. xxi, 446p. illus. 12°.

A special feature of this text-book is Part III, Citizenship in the school, which comprises nearly 100 pages about playgrounds and school organization, work of the classroom, group methods and organization, general student organization, literary and athletic organizations, and the problem of the school course. Part IV contains material on the selection of a vocation, and on school preparation for business.

**Coe, George A.** A study in civic training. *Pedagogical seminary*, 29: 205-31, September 1922.

Also reprinted as a separate pamphlet.

Discusses the importance of the factor of group training in civic education. Says that training is a more reliable basis for civic education than instruction, and training in the form of varying degrees of pupil self-government and group work has been developed in progressive schools with good results.

**Bebok, Horace M.** Enfranchisement of the high school graduate. *Journal of education*, 96: 238-39, September 14, 1922.

To every high school graduate the franchise should be extended on the basis of his certificate of graduation. A proposal submitted to the High school teachers' association of California.

## AMERICANIZATION.

**Hart, Helen.** Americanization in Delaware, 1921-1922. [Wilmington, Del., 1922] 59 [2] p. incl. front., illus. 12°. (On cover: Bulletin of the Service citizens of Delaware, vol. iv, no. 3)

**Massachusetts. Department of education. Division of university extension.** The Massachusetts problem of immigrant education in 1921-22. Boston. Division of university extension, 1922. 23 p. incl. diagrs. 8°. (Bulletin of the Department of education, vol. vii, no. 6. Nov., 1922. Whole no. 50)

### MILITARY EDUCATION.

**Bates, Robert L.** A study in grades and grading under a military system. *Journal of experimental psychology*, 5: 329-37, October 1922.

Data based on a study of the junior class of the academic school at the Virginia Military Institute.

### EDUCATION OF WOMEN.

**Thornton, Natalie.** The women's forum. *Teachers college record*, 23: 305-26, September 1922.

An investigation made in Teachers college in a course designed to study the problems of advisers of young women in college and normal school and of girls in high school. Miss Thornton's article presents many suggestions for the teaching of certain phases of extra-curricular subject matter through the forum.

### NEGRO EDUCATION.

**Buttrick, Wallace.** Enduring qualities of Booker Washington. *Southern workman*, 51: 550-54, December 1922.

An address at the unveiling of the Washington monument at Tuskegee, Ala., April, 1922.

Negro year book; an annual encyclopedia of the Negro, 1921-1922, ed. by Monroe N. Work. Tuskegee institute, Ala., Negro year book company, 1922. vii, 495p. 8°.

Education, educational funds, universities, colleges, schools, and libraries, with statistics, etc., p. 229-84.

**Talbot, Edith A.** Hampton to-day. *Southern workman*, 51: 500-21, November 1922.

A description of Hampton normal and industrial school, Hampton, Va., and its activities. Illustrated.

### EDUCATION OF DEAF.

**Blanton, Smiley.** Treatment of stutterers. *American annals of the deaf*, 67: 371-85, November 1922.

**De Land, Fred.** An ever-continuing memorial. *Volta review*, 24: 351-63, 413-22, 465-71, October, November, December 1922.

A tribute to Alexander Graham Bell and his work for the deaf.

### EXCEPTIONAL CHILDREN.

**Barrows, Sarah T.** The foreign child and his speech handicap. *Educational review*, 64: 367-76, December 1922.

**Chollett, Burt G.** Progress in care and education of crippled children in Ohio under new laws. *Journal of the American medical association*, 79: 1297-99, October 14, 1922.

Emphasizes the value of the kindergarten in teaching English to the foreign-speaking child.

**Counts, George S.** The social purpose of the education of the gifted child. *Educational review*, 64: 233-44, October 1922.

Says that the education of the gifted child should insure above everything else the development of a strong sense of social obligation. Without such obligation the gifted child becomes a menace to society.

**Flinner, Ira A.** A programme for bright pupils. *Harvard graduates magazine*, 31: 51-56, September 1922.

Says that rapid promotion of gifted children solves some problems and makes others. A better plan is to provide in a special way for gifted children by greatly enriching their courses of study. Describes a college preparatory curriculum.

**Gesell, Arnold.** The preschool hygiene of handicapped children. *Pedagogical seminary*, 29: 232-46, September 1922.

Discusses the subject under the captions of blindness, deafness, crippled children, physically defective children, mental abnormality, delinquency, speech defects, and mental deficiency.

**Johnson, Alexander.** Children who never grow up. *Survey*, 49: 310-16, 340, December 1, 1922.

First of a series of recollections ranging over 40 years of social work in the Indiana school for the feeble-minded at Fort Wayne. To be continued.

**Mallory, Jasper N.** A study of the relation of some physical defects to achievement in the elementary school . . . Nashville, Tenn., Pub. under the direction of George Peabody college for teachers, 1922. 78p. incl. tables. 8°. (George Peabody college for teachers. Contribution to education no. 9)

Bibliography: p. 77-78.

**Seashore, Carl E.** The gifted student and research. *Science*, n. s. 56: 641-48, December 8, 1922.

Gives the rating blank that was used effectively during the war for the locating of a certain per cent of gifted students in the senior classes of colleges.

**Varner, G. F.** Can teachers select bright and dull pupils? *Journal of educational research*, 6: 126-32, September 1922.

An attempt to answer the following questions: (1) How reliable are teachers' selections of bright and dull pupils? (2) Is it more difficult to select the bright pupils than it is to select the dull pupils? (3) Does it become more or less difficult to select bright and dull pupils as they become older? Material obtained in St. Paul schools in 1920.

**Wallin, J. E. Wallace.** The theory of differential education as applied to handicapped pupils in the elementary grades. *Journal of educational research*, 6: 209-24, October 1922.

### LIBRARIES AND READING.

**Baker, Ernest A.** The public library. London, Daniel O'Connor, 1922. 245 p. front., plates. 8°.

**Booth, Mary Josephine, comp.** List of books for the first six grades. (Printed by authority of the State of Illinois) [Charleston, Ill., 1921] 148p. 12°. (The Teachers college bulletin, no. 73. July 1, 1921)

**Dana, John Cotton.** Changes in reading. *North American review*, 216: 823-32, December 1922.

Writer concludes that the one element lacking in all other civilizations and present in ours is print and its use; and that if our civilization survives it will be because of the presence of that factor. It would be wise to study it with care, and to attempt to use its power for the conservation of modern civilization.

**Eaton, H. T.** What high school students like to read. *Education*, 43: 204-9, December 1922.

Information obtained in Central high school of Syracuse, N. Y.

**Foote, Jno. M. and Coxe, Jno. E.** Teachers' professional library, educational books and journals. Issued by State department of education, T. H. Harris, superintendent. Baton Rouge, La., Ramires-Jones printing co., 1922. 20p. 8°.

**Gray, Duncan.** County library systems; their history, organization, and administration. London, Grafton & co.; New York, The H. W. Wilson co., 1922. 184p. illus. 12°. (The Coptic series)

Author is county librarian of Warwickshire in England. The book relates particularly to the organization and administration of county libraries in Great Britain, with incidental reference to American library conditions.

**Herzberg, Max J., comp.** The world of books; a guide to reading for young people in which may be found volumes of many kinds both grave and gay. 3rd ed. Boston, Mass., The Palmer company [1922] 64p. 12°.

**High school reading lists;** a classified and graded list of books for supplementary reading, prepared by members of the English department of the High school of commerce, New York city. New York [etc.] C. Scribner's sons [1922] vi, 60 p. 12°.

Graded and classified for each term of a four-year high-school course.

**Leonard, Sterling Andrus.** Reading for realization of varied experience for the primary and intermediate grades and the junior and senior high school, being appendix II of Essential principles of teaching and literature comp. with the assistance of teachers of all grades and subjects. Philadelphia and London, J. B. Lippincott company [1922] p. [369]-437. 16°.

**Maryland.** Department of education. Library list for elementary schools. Issued by State department of education. Baltimore, Md., [1922] 47 p. 8°. (Maryland school bulletin, vol. iv, no. 1)

**Pennsylvania.** Department of public instruction. School library manual for elementary schools. [Harrisburg] 1922. 34 p. plates. 8°.

**Rathbone, Josephine Adams.** Standardization in library service. Public libraries, 27: 585-90, December 1922.

Read before the American library association at Detroit, June, 1922.

**Begnet, Henry H.** Competent librarians for institutions for higher education. Catholic school interests, 1: 11-12, 21, August 1922.

"Some suggestions which will enable Catholic high schools and colleges to meet standards required for recognition."

**Richardson, Ernest Cushing.** International cooperation in intellectual work. Library journal, 47: 915-18, November 1, 1922.

Principally a report on the present condition of the bibliographical enterprises fostered by the Belgian government at Brussels, but also gives a brief sketch of the concilium bibliographicum at Zurich.

**Wilson, Martha.** School library management. 3d ed. revised. New York, The H. W. Wilson company, 1922. 150 p. illus. 12°.

A concise practical manual giving directions for all branches of library procedure for the use of school librarians.

#### BUREAU OF EDUCATION: RECENT PUBLICATIONS.

**Accredited secondary schools in the United States;** by George F. Zook. Washington, 1922. 96 p. (Bulletin, 1922, no. 11)

**Current problems in home economics instruction and supervision;** by Henrietta W. Calvin. Washington, 1922. 16 p. (Home economics circular no. 14)

**High-school buildings and grounds;** a report of the Commission on the reorganization of secondary education, appointed by the National education association. Washington, 1922. 49 p. illus. (Bulletin, 1922, no. 23)

**Higher education in Australia and New Zealand;** by Charles Franklin Thwing. Washington, 1922. 44 p. plates. (Bulletin, 1922, no. 25)

- How laws providing for distribution of state school funds affect consolidation ; by Edith A. Lathrop. Washington, 1922. 4 p. (Rural school leaflet no. 5)
- A kindergarten-first grade curriculum ; by a Subcommittee of the Bureau of education committee of the International kindergarten union. Washington, 1922. 66 p. (Bulletin, 1922, no. 15)
- Malnutrition and school feeding ; by John C. Gebhart. Washington, 1922. 39 p. (Bulletin, 1921, no. 37)
- Manual arts in the junior high school ; by William T. Bawden. Washington, 1922. 28 p. (Industrial education circular no. 15)
- Milk and our school children ; by Bernice C. Reaney. Washington, 1922. 31 p. illus. (Health education 11)
- Prepared for the Bureau of education by the Child health organization of America.
- National conference of junior colleges, 1920, and First annual meeting of American association of junior colleges, 1921 ; edited by George F. Zook. Washington, 1922. 73p. (Bulletin, 1922, no. 19)
- Philanthropy in the history of American higher education ; by Jesse Brundage Sears. Washington, 1922. 112p. (Bulletin, 1922, no. 26)
- Plan for the organization of a county system of agricultural instruction in elementary rural schools ; by Eustace E. Windes. Washington, 1922. 8p. (Rural school leaflet no. 6)
- Preparation of teachers of manual arts and industrial subjects ; by William T. Bawden. Washington, 1922. 24p. (Industrial education circular no. 11)
- A program of education in accident prevention. with methods and results ; by E. George Payne. Washington, 1922. 54p. (Bulletin, 1922, no. 32)
- Record of current educational publications ; comprising publications received by the Bureau of Education to September 1, 1922. Washington, 1922. 30p. (Bulletin, 1922, no. 33)
- Report of the second conference of commercial education specialists, held under the joint auspices of the United States Bureau of education and the Vocational education association of the Middle West, Milwaukee, January 11, 1922 ; prepared by Glen Levin Swiggett. Washington, 1922. 14p. (Commercial education leaflet no. 2)
- The residence of students in universities and colleges ; by George F. Zook. Washington, 1922. 11p. (Bulletin, 1922, no. 18)
- The school board in city school survey reports ; by W. S. Deffenbaugh. Washington, 1922. 15p. (City school leaflet no. 2)
- The school janitor ; a study of the functions and administration of school janitor service ; by John Absalom Garber. Washington, 1922. 55p. (Bulletin, 1922, no. 24)
- Self-supporting home-economics departments ; by Mrs. Henrietta W. Calvin. Washington, 1922. 6p. (Home economics circular no. 15)
- State aid to weak schools ; by J. F. Abel. Washington, 1922. 12p. (Rural school leaflet no. 7)
- Statistics of agricultural and mechanical colleges for 1919 and 1920 ; by Walton C. John. Washington, 1922. 29p. (Bulletin, 1922, no. 27)

**Statistics of city school systems, 1919-20; prepared by the Statistical division of the Bureau of education under the direction of H. R. Bonner. Washington, 1922. 173p. (Bulletin, 1922, no. 17)**

**Advance sheets from the Biennial survey of education in the United States, 1918-1920.**

**Statistics of kindergartens 1919-20; prepared by the Statistical division of the Bureau of education under the direction of H. R. Bonner. Washington, 1922. 10p. (Bulletin, 1922, no. 22)**

**Advance sheets from the Biennial survey of education in the United States, 1918-20.**

**Statistics of state school systems 1919-20; prepared by Florence DuBois and H. R. Bonner. Washington, 1922. 68p. (Bulletin, 1922, no. 29)**

**Advance sheets from the Biennial survey of education, 1918-1920.**

**Statistics of universities, colleges, and professional schools 1919-1920. Washington, 1922. 147p. (Bulletin, 1922, no. 28)**

**Advance sheets from the Biennial survey of education in the United States, 1918-1920.**

**Supervision of rural schools; by Katherine M. Cook. Washington, 1922. 111p. (Bulletin, 1922, no. 10)**

**Tendencies in primary education; by Florence C. Fox. Washington, 1922. 4 p. (Teachers' leaflet no. 10)**

**University summer schools; by James C. Egbert. Washington, 1922. 14p. (Bulletin, 1922, no. 31)**

**Value of the school census; by Bertha Y. Hebb. Washington, 1922. 3 p. (City school leaflet no. 3)**





DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

BULLETIN, 1923, No. 32

RECORD  
OF CURRENT EDUCATIONAL  
PUBLICATIONS

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## RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

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**CONTENTS.**—Association proceedings—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology: Child study—Psychological tests—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—The kindergarten—Rural education—Elementary schools—Secondary education—Junior high schools—Extra-curricular activities—Teacher training—Teachers' salaries and professional status—Higher education—Junior colleges—Federal government and education—School administration—School management—School buildings and grounds—School hygiene and sanitation—Sex hygiene—Public health—Mental hygiene—Physical training—Play and recreation—Social aspects of education—Moral education—Religious and church education—Manual and vocational training—Vocational guidance—Workers' education—Agriculture—Home economics—Commercial education—Professional education—Civic education—Americanization—Military education—Education of women—Negro education—Indian education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education; Recent publications.

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### NOTE.

From time to time a classified and annotated record is issued, in bulletin form, of current educational publications received by the library of the Bureau of Education to a certain specified date. The present list continues the record to May 1, 1923, immediately following Bulletin, 1922, no. 46, which comprised publications received by the Bureau of Education to December 15, 1922.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

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### ASSOCIATION PROCEEDINGS.

**National education association of the United States.** Addresses and proceedings of the sixtieth annual meeting held at Boston, Massachusetts, July 3-8, 1922. Pub. by the National education association, 1201 Sixteenth Street N. W., Washington, D. C. 1511 p. 8°. (J. W. Crabtree, secretary.)

Contains:

*General sessions.*—1. P. A. Mortenson: Improvement and preparation of teachers while in service, p. 195-98. 2. J. J. Tigert: Present objectives of American education, p. 201-5. 3. G. A. Works: Outstanding needs of rural life today, p. 225-29. 4. Agnes Samuelson: Consolidation, supervision, and administration of a county system of schools, p. 229-34. 5. H. W. Holmes: The responsibility of the college and the university in a democracy, p. 245-52. 6. T. E. Finegan: Education of our illiterates, p. 264-73.

*National council of education.*—(Chicago meeting) 7. J. J. Tigert: Recent educational progress in the United States, p. 373-78. 8. J. M. Glass: Junior high-school program of studies, p. 386-400. 9. Albert Shiels: Coördination of the community agencies in effecting character education, p. 409-16. (Boston meeting) 10. J. J. Tigert: The activities of the United States Bureau of education, p. 475-82. 11. G. S. Dick: The arousal of interest on the part of the people in their own schools, p. 480-92.

*Department of child hygiene.*—12. Mabel E. Adams: Teaching the deaf child, p. 598-604. 13. C. N. Jensen: Physical fitness for school admission, p. 611-15. 14. C. H. Keene: Responsibility of public schools in health supervision, p. 615-23. 15. Courtenay Dinwiddie: Community coöperation in school health work, p. 638-45.

*Department of deans of women.*—16. R. W. Husband: Vocation and the college of the liberal arts, p. 696-706. 17. Lucy M. Salmon: Does the college curriculum promote scholarship? p. 737-45. 18. Gertrude S. Kingsland: Extra-curricula activities, p. 778-83. 19. Lulu B. Wirt: Student leadership, p. 783-87.

*Department of elementary education.*—20. J. M. Andress: Mental health of young children, p. 816-18. 21. E. R. Smith: Present-day tendencies in education and their relation to the kindergarten and primary departments, p. 819-24. 22. Katherine M. Cook: Education of young children in rural communities, p. 828-34.

*Department of elementary school principals.*—23. D. B. Corson: Elementary-school principal from the viewpoint of the superintendent, p. 852-60. 24. Olive M. Jones: Juvenile delinquency as a social factor in the elementary schools, p. 869-74.

*Department of higher education.*—25. W. R. Smith: Principles underlying the relations between faculty and administrative officers in college and university control, p. 887-96.

*Department of immigrant education.*—26. Ethel Richardson: Socializing the method, content, and procedure, p. 914-28. 27. Albert Shiels: Education for citizenship, p. 934-40.

*Department of kindergarten education.*—28. Luella A. Palmer: Changing conceptions of the kindergarten in teacher training, p. 977-82.

*Library department.*—29. Bertha M. McConkey: Effective co-operation between the public library and the public school, p. 1002-6. 30. O. S. Rice: The daily newspaper in the school, p. 1006-10.

*Department of music education.*—31. T. L. Gibson: Music in the rural schools, p. 1047-54.

*Department of rural education.*—(Chicago meeting) 32. Ernest Burnham: Resource; in rural education, p. 1102-10. 33. E. C. Lindeman: Some unsolved problems of rural education from the viewpoint of sociology, p. 1110-21. 34. Georgina Lommen: The Teachers' institute as an agency for training teachers in service, p. 1141-49.

*Department of science instruction.*—35. C. H. Stone: The teaching of high-school chemistry, p. 1247-55.

*Department of secondary education.*—36. T. H. Briggs: The professionally trained high-school principal, p. 1286-93.

*Department of superintendence.*—37. F. G. Nichols: The outlook for commercial education, p. 1306-16. 38. Need of a national organization for educational service, p. 1322-46. 39. E. R. A. Soligman: How may the necessary funds for public education be provided? p. 1386-92. 40. What has this country reason to expect by way of culture, efficiency, and good citizenship in return for the cost of operating public education? p. 1393-1417. 41. H. B. Wilson: Selling the schools to the public, p. 1445-52.

**Pennsylvania. University.** Schoolmen's week. Ninth annual Schoolmen's week proceedings, April 20-22, 1922. Philadelphia, Press of the University of Pennsylvania, 1922. 346 p. 8° (University of Pennsylvania bulletin, vol. xxiii, no. 1. September 23, 1922) (Prof. Le Roy A. King, secretary, University of Pennsylvania.)

Among the noteworthy papers contained in this volume are the following: The use and abuse of intelligence testing, by F. P. Graves. Distribution of authority and responsibility among State, county, and local officers—the best plan for Pennsylvania, by T. E. Finegan. What is intelligence and who has it? by Lightner Witmer. Group intelligence tests: their value and limitations, by A. S. Otis. Sources for public revenue and suggestions for readjustments of Pennsylvania's State tax system, by C. L. King. The community as a local unit of rural school administration, by G. A. Works. Current practice in junior high schools in the light of fundamental aims, by A. J. Jones.

## EDUCATIONAL HISTORY AND BIOGRAPHY.

**Bernard, H. C.** The French tradition in education—Ramus to Mme. Necker de Saussure. Cambridge, University press, 1922. viii, 319 p. front. (port.) ports. 12°.

The material in this volume consists of a series of sketches of careers of certain prominent educationists and educational institutions during the centuries following the Renaissance down to the French revolution. Some of the topics treated are Huguenot education, Bossuet and the "Grand Dauphin," the Oratorian schools, and a plan of national education by La Chalotais.

**Blanton, Annie Webb.** Progress in education, 1918-22. *Journal of education*, 97: 371-73, April 5, 1923.

Summarizes the main points of the progress in education in the past four years.

**Fauconnet, Paul.** The pedagogical work of Emile Durkheim. *American journal of sociology*, 28: 529-53, March 1923.

Prof. Durkheim, of the University of Paris, was a prolific writer on education and sociology.

**Fisher, H. A. L.** Six years of education in England. *Yale review*, 12: 510-27, April 1923.

A review of educational conditions in England and Wales by the author of the so-called Fisher bill, or the Education act of 1918.

**Jordan, David Starr.** The days of a man, being memories of a naturalist, teacher, and minor prophet of democracy. *Yonkers-on-Hudson, N. Y., World book company*, 1922. 2 v. fronts., ports., plates. 8°.

This autobiography of Dr. Jordan is the record of a long and active career in various capacities both in the United States and in foreign lands. The volumes present the author's views on educational theory and practice, based on his experience as teacher, professor, and university president, and recount his achievements as an administrator. Statements are also given of his work as a scientist and of his services in social, political, and international affairs, and in the peace movement, extending to the year 1921.

**Kinsolving, Arthur Barksdale.** The story of a Southern school; the Episcopal high school of Virginia. *Baltimore, The Norman Remington Co.*, 1922. 4 p. l., 13-329 [6] p. front., plates, ports. 12°.

**Sherman, Jay J.** History of the office of county superintendent of schools in Iowa. *The Iowa journal of history and politics*, 21: 3-93, January 1923.

**Trout, G. W.** Education in Kansas during the last five years. *Journal of the National education association*, 12: 130-132, April 1923.

Discusses the subjects of teacher training, secondary education, higher education, elementary education, professional and technical training, formal adult education, public libraries, school finance, etc.,

## CURRENT EDUCATIONAL CONDITIONS.

### GENERAL AND UNITED STATES.

**Banks, W. J.** The model platoon school. *Journal of education*, 97: 63-65, January 18, 1923.

A description of the Mason school, Akron, Ohio.

**Capper, Arthur.** Public schools of Washington. *Journal of education*, 97: 289-90, March 15, 1923.

An address delivered by Senator Capper in the U. S. Senate, December 21, 1922, in which he states that "the school situation here is a disgrace to the National capital."

**Carnegie foundation for the advancement of teaching.** Seventeenth annual report of the president and of the treasurer. *New York city*, 1922. vii, 211 p. tables. 4°.

Besides the usual sections on the business of the foundation and on old-age annuities and pensions, this report discusses the subject of the rising cost of public education, including the causes of this increase, normal and invisible factors, the purpose of schools, and the relation of the teacher's pay to the quality of the service that he renders to society.

**Eutaw, George W.** A study in school publicity. *Virginia journal of education*, 16: 285-90, 334-37, March, April, 1923.

**Far western travelers' association.** The Far western travelers' annual, 1923. Dedicated to the Far west: its educational achievements. [New York city, 1923] 196 p. illus. 4°.

This volume contains a number of articles by educators and contributions by Government officials. The progress of education in the Far west is described in the leading article by John J. Tigert, U. S. Commissioner of education.

**Futrell, John C.** A comprehensive view of Arkansas education. *Journal of Arkansas education*, 1: 6-9, 48, January 1923.

An address given before the Arkansas educational association, 54th session.

**General education board.** Public education in Indiana; report of the Indiana education survey commission. Prepared under the direction of the commission by the General education board. New York, General education board, 1923. x, 304 p. front., plates, diagra., tablea. 8°.

While recognizing the many excellent features of the Indiana school system, the survey calls attention to various serious deficiencies, and discusses methods by which they may be remedied.

**Gilman, Isabel Ambler.** Alaska, the American northland. Yonkers-on-Hudson, N. Y., World book company, 1923. viii, 343 p. front., illua., maps. 12°.  
(Inter-American geographical readers)

This volume is intended as a geographical reader for the intermediate grades. The narrative is in the form of a story of the adventures of a group of boys and girls and their elders during a journey from Seattle through the heart of Alaska and return. Among the institutions described are the native schools and reindeer service maintained in Alaska by the United States Bureau of education.

**Lang, Albert B.** Our government schools in the Canal Zone. Educational review, 65: 299-304, May 1923.

**Leach, Henry G.** The American-Scandinavian foundation. Educational review, 65: 22-27, January 1923.

The establishment and activities of the Foundation described.

**Loomis, Burt W. and Duncan, Earle C.** Survey of Gentry county public schools. [Maryville, Mo., "Macco" print shop, 1922] 67 [1] p. illus, map, tables, diagra. 8°. (Bulletin of the State teachers college, Maryville, Mo. vol. xvi, no. 3. October, 1922)

**O'Shea, M. V.** Tobacco and mental efficiency. New York, The Macmillan company, 1923. xx, 258 p. plates, charts, tables. 12°.

The Committee to study the tobacco problem has aided Prof. O'Shea to investigate the effects of smoking tobacco on the intellectual processes, by means of tests carried on in the psychological laboratory of the University of Wisconsin. The results of these tests are given in this book.

**Pennsylvania state education association.** Report of the survey of the Pennsylvania state program of education by the Special committee employed by the Pennsylvania state education association. Harrisburg, Pa. [1923] 14 p. 8°.

At head of title: Special edition. Pennsylvania school journal, March 12, 1923.

**Sinclair, Upton.** The goose-step; a study of American education. Pasadena, Calif., The author [1923] x, 488 p. 12°.

In this volume the author presents his conclusions from a study of American education made by him during the past year. He finds that our educational system is not a public service, but an instrument of special privilege. He characterizes and criticizes a large number of American educators and educational institutions.

**Thompson, William O.** Influence of public sentiment upon education. School and society, 17: 366-75, April 7, 1923.

**U. S. Bureau of education.** Public education in Oklahoma; a report of a survey of public education in the State of Oklahoma, made at the request of the Oklahoma State educational survey commission, under the direction of the United States Commissioner of education. Washington, December 11, 1922. x, 420 p. tables, diagra., maps. 8°.

Gives the results of a comprehensive survey of the operation of all varieties of public education in Oklahoma, together with a summary of conclusions and recommendations.

**U. S. Congress.** Reorganization of the schools of the District of Columbia. Report of the subcommittee submitted to the committees of the Senate and House of representatives on the District of Columbia relative to the reorganization of the schools of the District of Columbia. Washington, Government printing office, 1923. 29 p. 8°. (67th Cong., 4th session. Senate. Doc. no. 315)

Presented by Mr. Capper, February 26 (calendar day, February 27), 1923.

Contains the report of the subcommittee and Dr. Thomas E. Finegan's report on District of Columbia schools and recommendations for improving the school system.

**Virginia. University.** An economic and social survey of Albemarle county. [Charlottesville, The University] 1922. 111 p. plates. 8°. (University of Virginia record. Extension series v. vii, no. 2. October 1922.)

Schools by A. L. Bennett: p. 52-62.

- West, H. S. "What the schools do in relation to what they cost." *Journal of the New York State teachers' association*, 10: 46-51, March 1923.
- Whitney, E. B. The New York State literacy test. *Journal of the New York State teachers' association*, 9: 271-74, January 1923.

## FOREIGN COUNTRIES.

**African education commission.** Education in Africa; a study of West, South, and equatorial Africa by the African education commission, under the auspices of the Phelps-Stokes fund and foreign mission societies of North America and Europe; report prepared by Thomas Jesse Jones, chairman of the commission. New York, Phelps-Stokes fund [1922]. xxviii, 323 p. incl. front., illus. (maps) plates. 8°.

The African education commission spent nearly a year's time in 1920-21 in traveling through a great part of Africa and thoroughly studying the educational status of the natives. The results of the commission's investigations are given in this report.

**Canada.** Bureau of statistics. Statistical report on education in Canada, 1921. Published by authority of the Hon. J. A. Robb, minister of trade and commerce. Ottawa, F. A. Acland, printer, 1923. 184 p. tables. 8°.

This is the first of a series of annual reports of Canadian education, based upon the operation of a new scheme of coordinated statistics of education recently adopted. The volume is bilingual, with the tables and text in both English and French.

**Education of English girls.** *School and society*, 17: 275-77, March 10, 1923.

Quoted from the Manchester (England) *Guardian*.

**Gott, B. S.** Coeducation and dual schools. *Journal of education and School world (London)*, 55: 28-30, January 1923.

A discussion of coeducation in the schools of Great Britain.

**Henninssen, Nicolaus.** The "communal school" in Hamburg. *Journal of education and School world (London)*, 55: 212, 214, April 1923.

Discusses the new educational movement in Germany, with emphasis on public schools of Hamburg.

**Lebensohn, James E.** The American student in Paris. *Educational review*, 65: 232-36, April 1923.

Discusses the advantages of Paris as an educational center, and the various agencies, civic, social, and religious, that aid American students.

**Lewery, L. J.** The educational debacle in Soviet Russia. *Current history*, 18: 78-83, April 1923.

"The last All-Russian national census carried out by the Central statistical bureau of the Soviet government in August, 1920, showed the per capita percentage of literacy for the entire population at 23 per cent."

Official account of the breakdown of Russia's school system, by the people's commissar of education, A. V. Lunacharsky: p. 83-86.

**Lippert, Em.** Education in Czechoslovakia. *Journal of the National education association*, 12: 141-42, April 1923. illus.

Edited for the *Journal* by Charles H. Williams, director of university extension, University of Missouri, recently returned from a visit to Czechoslovakia.

**Loseby, C. E.** Our misdirected schools. *Nineteenth century*, 93: 271-79, February 1923.

Educational conditions in England described.

**Mexico (City).** *Universidad nacional.* El movimiento educativo en Mexico. Mexico, Direccion de talleres graficos, 1922. 648 [1] p. tables. 8°.

**Myers, A. J. W.** Recent educational tendencies in England. *Educational administration and supervision*, 9: 99-110, January 1923.

Says that the most important advance in secondary education in England is the continuation school, or adolescent education.

**Pearson, P. H.** Home and community study in Sweden. *Educational review*, 65: 219-22, April 1923.

—The Swedish school law of 1918 compared with the British education act of 1918. *Education*, 43: 481-85, April 1923.

- Sensinoff, Wladimir.** Four years of bolshevist schools. *North American review*, 217: 463-74, April 1923.
- Spaulding, Forrest B.** Reorganizing Peru's schools. *School and society*, 17: 113-18, February 3, 1923.
- Thwing, Charles Franklin.** Human Australasia; studies of society and education in Australia and New Zealand. \*New York, The Macmillan company, 1923. 270 p. 12°.
- During a recent visit to Australia and New Zealand, Dr. Thwing interviewed many of the leading men in government circles and in fields of education, literature, and labor. His book is primarily an analysis and interpretation of the human element in these countries.
- Vasconcelos, José.** Education in Mexico: present day tendencies. *Bulletin of the Pan American Union*, 56:230-45, March 1923.
- An address delivered at the lecturers' conference of the International lyceum and Chautauqua association, December 7, 1922, Washington, D. C., by the secretary of public instruction of Mexico.
- Waugh, Alec.** Public school life; boys, parents, masters. London, W. Collins' sons & co., ltd., [1922] vii, 271 [1] p. 12°.

### EDUCATIONAL THEORY AND PRACTICE.

- Adams, John.** Modern developments in educational practice. 2d impression. London, University of London press, ltd., 1922. vi, 302 p. 12°.
- This book discusses the following topics: what underlies the new teaching; the child, the school, and the world; standards and mental tests; scales of attainment; the psychology of the class; the knell of class teaching; the Dalton plan; the Gary contribution; the play way; the project method; psychoanalysis in education; free discipline.
- Brigstocke, W. O.** What is education? *Fortnightly review*, 113: 684-89, April 1923.
- Caldwell, Otis W.** Principles and types of curricular development. *Journal of education*, 97: 428-32, April 19, 1923.
- This paper is concerned with the efforts to change the subjects of study so as to meet modern conceptions of education.
- ✓ **Franzen, Raymond.** The accomplishment ratio; a treatment of the inherited determinants of disparity in school product. New York city, Teachers college, Columbia university, 1922. 3 p. l., 59 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 125).
- Howerth, Ira W.** The social heritage and world education. *Educational review*, 65: 69-74, February 1923.
- Writer says "the first thing to be desired, . . . with respect to effective world education, is that the social heritage of the most enlightened people, supplemented by the really valuable elements in the inheritances of other peoples, should become the heritage of the race."
- Hubbell, George S.** The real trend of education. *Sewanee review*, 30: 448-53, October 1922.
- ✓ **Jordan, William G.** Educating for seven lives. *Forum*, 69: 1383-92, April 1923.
- The seven lives are enumerated as follows: 1. Physical; 2. Mental; 3. Moral and ethical; 4. Social; 5. Civic; 6. Aesthetic and emotional; 7. Spiritual.
- Modeling education on genius. *Forum*, 69: 1497-1508, May 1923.
- Contentends that genius is everywhere the model, except in education. Criticises the present methods of teaching as stultifying talent.
- ✓ — What's the matter with education? *Forum*, 69: 1287-98, March 1923.
- The first of a series of four articles on the subject. A drastic criticism of modern educational methods.
- ✓ **Judd, Charles H.** Fundamental educational reforms. *Elementary school journal*, 23: 333-41, January 1923.
- Suggests reconstructing the school program on the basis of a national consideration of the demands of modern life
- Some constructive principles of reorganization. *Elementary school journal*, 23: 413-22, February 1923.
- Emphasizes the principle of a universal higher education and a distribution of instructional material according to pupil maturity. Discusses the new social studies program for grades 7 to 9.

**MacDonald, D. J.** Educational aims—how to state them. *Educational review*, 65: 312-17, May 1923.

Says that educational aims should be cognizant of society's aspirations and conventions, as well as of its direct bodily wants and needs.

**Miller, Harry Lloyd.** Directing study; educating for mastery through creative thinking. New York [etc.] C. Scribner's sons [1922] ix, 377 p. diagrs. 12°.

The author suggests methods which are designed to teach pupils to use their minds in the original solution of problems. He regards the high school age as most favorable for the development of this ability. The task of education, as he sees it, is the production of a people capable of thinking, and with a mental attitude which is tolerant, fearlessly honest, expectant of change, and creative.

**National society for the study of education.** Twenty-second yearbook. Part I. English composition, its aims, methods, and measurement. Part II. The social studies in the elementary and secondary school. Bloomington, Ill., Public school publishing company, 1923. 2 v. 8°.

Part I, prepared by Earl Hudelson.

Part II, prepared by the following under the direction of Harold O. Rugg: A. S. Barr, John J. Cross, Henry Harap, R. W. Hatch, Howard C. Hill, Ernest Horn, Charles H. Judd, Leon C. Marshall, Earle Rugg, Harold O. Rugg, Emma Schweppe, Mabel Snedaker, Carleton W. Washburne.

Edited by Guy M. Whipple.

**Odum, Howard W., ed.** Public welfare in the United States; with a supplement, Child welfare, ed. by James H. S. Bossard. Philadelphia, The American academy of political and social science, 1923. vi, 282 p. 8°. (The Annals of the American academy of political and social science, vol. CV, no. 194, January 1923.)

Some papers in the volume which directly concern educators are those on Public welfare and public education—historical analogies and present correlations, by S. P. Capen; Organized citizen effort in behalf of public education, by H. W. Nudd; The universities and training for public leadership and social work, by J. E. Hagerty.

**Pécaut, Félix.** En marge de la pédagogie; études et réflexions. Paris, F. Nathan, 1922. 2 p. 1., 211 [1] p. 16°.

**Robbins, Charles L.** On mechanizing education. *Educational review*, 65: 162-68, March 1923.

Contents that teaching is creative, and not mechanical. Many pedagogical banks are wrecked on the rocks of mere formalism.

**Sears, J. B.** Technique of the public school survey. *Journal of educational research*, 6: 281-99, November 1922.

Origin of survey movement, and discussion of several problems connected with making a survey.

**Stone, William H.** Wounds of peace. *Educational review*, 65: 137-45, March 1923.

Discusses post-war educational conditions; the rehabilitation of wounded soldiers; and problems confronting the public school.

**Veasey, W. E.** The advantages of the lecture system of teaching in a technical school. *Engineering education*, 13: 177-87, December, 1922.

**Warner, Edward P.** Unity in education. *North American review*, 217: 374-82, March 1923.

Discusses the inter-relations between subjects.

**Weatherly, Josephine.** Sex differences, biological or acquired. *Education*, 43: 257-71, January 1923.

Bibliography at the end.

**Williams, Frankwood E.** The need for emotional control through education. *Educational review*, 65: 40-44, January 1923.

**Willmann, Otto.** The science of education in its sociological and historical aspects. Authorized translation from the fourth German edition, by Felix M. Kirsch. Vol. II. Beatty, Pa., Archabbey press, 1922. xx, 505 p. 8°.

Volume I of the translation, issued in 1921, contains the Introduction and Part I—The historical types of education. The present volume contains the remaining four parts of the work, dealing with the motives and aims, the content, the process, and the system of education. The author treats the subject of education in its sociological aspects, and deduces fundamental principles from the test of permanent value afforded by the history of education.



**Wilson, G. M.** Teaching levels, teaching technique, and the project. *Journal of educational method*, 2: 323-29, 385-93, April, May 1923.

### EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

**Book, William F. and Norvell, Lee.** An experimental study of incentives in learning. *Pedagogical seminary*, 29: 305-62, December 1922.

**Dearborn, Walter F., ed.** Harvard monographs in education. Studies in educational psychology and educational measurement. Series 1, nos. 1-3. Cambridge, Mass., The graduate school of education, Harvard university, 1922. 3v. 4°.

CONTENTS.—1. A comparison of the intelligence and training of school children in a Massachusetts town, by E. A. Shaw and R. A. Lincoln.—2. The marking system of the College entrance examination board, by L. Thomas Hopkins.—3. Standard educational tests in the elementary training schools of Missouri, by W. F. Dearborn, E. A. Lincoln, and E. A. Shaw.

### PSYCHOLOGICAL TESTS.

**Averill, Lawrence A.** A mental survey of 59 normal school students: some correlations and criticisms. *Journal of educational research*, 7: 331-37, April 1923.

Data based on application of Otis and Thurstone tests.

**Binet, Alfred and Simon, Th.** La mesure du développement de l'intelligence chez les jeunes enfants. Paris, Société pour l'étude psychologique de l'enfant, 1922. xxviii, 66 [1], xxviii p. illus. 12°

**Briggs, Thomas H.** Prognosis tests of ability to learn foreign languages. *Journal of educational research*, 6: 386-92, December 1922.

Mentions two possibilities of economy as the modification of foreign language courses, and the restriction of election in this field to those who are known to have ability to profit by it.

**Burt, Cyril.** Mental and scholastic tests; with a preface by Sir Robert Blair. London, P. S. King and son, ltd., 1922. xv, 432 p. illus, tables, diagrs. 8°

**Colvin, Stephen S.** Mental tests and linguistic ability. *Journal of educational psychology*, 14: 1-20, January 1923.

Writer is convinced that the group examination of the verbal type will reveal in general the actual mentality of those tested to a degree of accuracy that is sufficient for all practical purposes in from 80 to 90 per cent of the cases tested.

**Davidson, Percy E.** The social significance of the army intelligence findings. *Scientific monthly*, 16: 184-93, January 1923.

**Dawson, Charles D.** Classification of kindergarten children for first grade by means of the Binet scale. *Journal of educational research*, 6: 412-22, December 1922.

Tests made of 2,029 kindergarten children in public schools of Grand Rapids, Mich.

**Dickson, Virgil E.** Training teachers for mental testing in Oakland, California. *Journal of educational research*, 7: 100-8, February 1923.

**Edmunds, S. H.** What values have intelligence tests to high school students. *Journal of education*, 97: 380-83, April 5, 1923.

Discusses the pros and cons of intelligence tests.

**Flinner, Ira A.** Rating students on the basis of native capacity and accomplishment. *Educational administration and supervision*, 9: 87-98, January 1923.

Tests made at the Huntington school, Boston.

**Freyd, Max.** The graphic rating scale. *Journal of educational psychology*, 14: 83-102, February 1923.

The writer says that in his opinion there are no flawless methods of evaluating rating scales. Discusses the Galton, Plant, and decile scales in pure and applied psychology.

**Johnson, O. J.** Group intelligence examinations for primary pupils. *Journal of applied psychology*, 6: 403-16, December 1922.

— Non-verbal group intelligence tests for primary pupils. [n. p. 1923] cover-title, 16 p. incl. tables. 8°.

Printed from the *Journal of applied psychology*, March, 1923.

Thesis (Ph. D.)—University of Minnesota, 1921.

**Kepner, Paul T.** A survey of the test movement in history. *Journal of educational research*, 7: 309-25, April 1923.

Discusses (1) the methodology of constructing tests; (2) the types of tests in the field and their nature; and (3) the criticism, destructive and constructive, passed upon the various tests.

**Kohs, S. C.** Intelligence measurement; a psychological and statistical study based upon the block-design tests. New York, The Macmillan company, 1923. xii, 312 p. front., tables, diagrs. 8°.

**Ohio state university.** Department of psychology. The University intelligence tests, 1919-1922. [Columbus, The University, 1922] 36 p. incl. tables, diagrs. 8° (The Ohio state university bulletin. vol. xxvii, no. 5. Nov. 30, 1922. The Ohio state university studies. Contributions in psychology, no. 1)

**Terman, Lewis M.** The great conspiracy, or the impulse imperious of intelligence testers psychoanalyzed and exposed by Mr. Lippmann. *New republic*, 33: 116-20, December 27, 1922.

A reply to a series of articles on intelligence testing, by Walter Lippmann, published in the *New republic*.

**Thaler, William H.** The rôle of pedagogic psychoanalysis in mental tests and measurements. *Education*, 43: 285-93, January 1923.

Emphasizes the value of psychoanalysis.

**Thurstone, L. L.** Intelligence tests for engineering students. *Engineering education*, 13: 263-318, January 1923.

Discussion of report of Committee of 22 on Intelligence tests of the Society for the promotion of engineering education, made in the fall of 1919.

✓ **Vander Zalm, L. B.** An initial inventory of the mental capacities of primary children. *Education*, 43: 440-45, March 1923.

Says that the proper place to use the "mental yard-stick" is at the kindergarten stage. Discusses the value of the Stanford revision of the Binet-Simon tests.

**Weisman, Sara E.** A study of the use of the Stanford revision of the Binet-Simon test as a guide to selection of high-school courses. *Journal of educational research*, 7: 137-44, February 1923.

Study made in a school in the downtown section of Spokane.

**Whitney, Frederick L.** Intelligence levels and school achievement of the white and colored races in the United States. *Pedagogical seminary*, 30: 69-86, March 1923.

Study based on state-wide survey of the Virginia public schools, 1921.

**Woolley, Helen T.** Performance tests for three-, four-, and five-year-old children. *Journal of experimental psychology*, 6: 58-68, February 1923.

Experiments tried at the nursery school of the Merrill-Palmer school.

**Yerkes, Robert M.** Testing the human mind. *Atlantic monthly*, 131: 358-70, March 1923.

Deals with the results of psychological examining in the army, and their significance regarding the intelligence of the people of the United States in general.

## EDUCATIONAL TESTS AND MEASUREMENTS.

**Ballenger, H. L.** A comparative study of the vocabulary content of certain standard reading tests. *Elementary school journal*, 23: 522-34, March 1923.

The purpose of this study is to determine exactly what words are included in some of the more commonly known and used standard reading tests and to compare these words, together with their frequencies, with the basic vocabulary needs of the individual.

**Gates, Arthur I.** Study of depth and rate of comprehension in reading by means of a practice experiment. *Journal of educational research*, 7: 37-49, January 1923.

Experiment tried with pupils of Scarborough school, Scarborough, N. Y.; Burgess and Thorndike-McCall reading tests used.

**Hankins, S. V.** The validity of arithmetical reasoning tests. *Elementary school journal*, 23: 453-66, February 1923.

Concludes that the Stone reasoning test is the most valid of the seven tests of arithmetical reasoning studied.

**Harris, Eleanora and Breed, Frederick S.** Comparative validity of the Hotz scales and the Rugg-Clark tests in algebra. *Journal of educational research*, 6: 393-411, December 1922.

**Henmon, V. A. C.** Some limitations of educational tests. *Journal of educational research*, 7: 185-98, March 1923.

"The writer has no lack of faith in the ultimate development of educational tests . . . but is skeptical of the validity and reliability of achievement or accomplishment quotients in history, algebra, and reading, and is doubtful whether we can legitimately and safely claim to measure educational products with sufficient accuracy to go much beyond the comparison of schools and classes."

**Hines, Harlan C.** A guide to educational measurements; a manual on the use of educational statistics, intelligence tests, and educational measurements, in determining the ability, achievement, and classification of school children. Boston, New York [etc.] Houghton Mifflin company [1923] xxiii, 270 p. diagrs., tables. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

**Kyte, George C.** Scientific tests in education and their use. *Educational administration and supervision*, 9: 163-72, March 1923.

Says that the value of a scientific test depends on affirmative answers to the following five questions: (1) Has the test been validated? (2) Does the test provide for objectivity of measurement? (3) Is the test reliable? (4) Has the test been graded, or better still, scaled? (5) Has the test been standardized?

**May, Mark A.** Measuring achievement in elementary psychology and other college subjects. *School and society*, 17: 472-76, April 28, 1923.

To be continued.

**Monroe, Walter Scott.** An introduction to the theory of educational measurements. Boston, New York [etc.] Houghton, Mifflin company [1923] xxiii, 364 p. diagrs., tables. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The historical beginnings of standardized objective tests are first outlined, followed by a treatment of the nature and process, uses in the work of the school, and construction of educational tests. Directions are also given for making a critical study of an educational test, and for the improvement of examinations, which are not to be completely replaced by tests. The two final chapters give the elements of statistical method.

— **Written examinations and their improvement.** Urbana, University of Illinois, 1922. 71 p. forms. 8°. (University of Illinois. Bureau of educational research, College of education. Bulletin no. 9.)

This study summarizes both the criticisms made against written examinations, and the considerations alleged in their support. Some suggestions are also given for the improvement of written examinations by the application of certain principles of test construction.

— **and Mohlman, Dora K.** Errors made by high-school students in one type of textbook study. *School review*, 31: 16-27, January 1923.

Study errors given in this article are taken from the replies by high-school students to an experimental test which required the study of a short text for the purpose of answering from memory certain questions based on it.

**Parker, Edith P.** A few suggestions for informal testing in geography. *Elementary school journal*, 23: 444-47, February 1923.

**Sandiford, Peter.** The standardization of tests and scales. *Journal of educational research*, 7: 14-27, January 1923.

Concludes that general standardizations, except for special purposes, are practically useless. "What we need," he says, "are finer and special standardizations."

**Smith, Nila B.** An experiment to determine the effectiveness of practice tests in teaching beginning reading. *Journal of educational research*, 7: 213-28, March 1923.

Contents that with the use of the Practice Tests in Reading the beginning first-grade child of average intelligence may be expected to read as well at the end of one semester as he has previously done at the end of one year.

**Stevenson, P. R.** Recent development in geography testing. *Journal of geography*, 22: 121-32, April 1923.

Given before the National council of geography teachers, December 1922.

Bibliography compiled by Margaret Doherty: p. 130-32.

## SPECIAL METHODS OF INSTRUCTION.

## PROJECT METHOD.

**Charters, W. W.** The limitations of the project method. Vocational education magazine, 1: 568-70, April 1923.

The author mentions five limitations, and says that once they are recognized, the energy of teachers can make the project a very powerful instrument of instruction.

**Clarke, Ruth.** A project in oral and written English. Journal of educational method, 2: 217-21, January 1923.

**Hosic, James F.** Criteria of success in project teaching. Journal of educational method, 2: 329-35, April 1923.

The criteria are, the nature of the experience which the project actually provides; to what extent is participation by the pupils secured; and economy, or the best results with the least waste.

— The rôle of the teacher in the project method. Journal of educational method, 2: 156-59, 204-7, 249-52, December 1922-February 1923.

Says "the teacher is leader, chairman, chief interlocutor, coach, umpire, taskmaster, authority, judge, adviser, sympathetic listener, chief performer, examiner, guide or friend, as the occasion may require."

— Types of projects and their technique. Journal of educational method, 2: 238-93, March 1923.

**McCutcheon, M.** A project in art. Journal of educational method, 2: 211-15, January 1923.

This project has as its objective the decoration of the teachers' dining-room.

**Milwaukee.** Board of school directors. Projects and games in the primary grades by the primary teachers of the Milwaukee public schools with the assistance of the assistant superintendent in charge of primary instruction. Authorized by the Board of school directors. Milwaukee, Wis., 1922. 178 p. front., illus. 12°.

Bibliography: p. 170-73.

**Buediger, William C.** Project tangentials. Educational review, 65: 243-46, April 1923.

Says that it does not appear that a project curriculum, or a curriculum based on life activities, is a cure-all for academic formalism. "Vitalized teaching is, in the end, far more a matter of the teacher than any particular mode of curriculum organization."

**Willard, Eda G.** A project in curriculum-making. Journal of educational method, 2: 207-11, January 1923.

**Wilson, G. M.** Teaching levels, teaching technique, and the project.—I. Journal of educational method, 2: 323-29, April 1923.

First in a series of articles; the second will follow in the May number.

## VISUAL INSTRUCTION.

**Berkeley, Cal.** Board of education. Visual instruction; course of study for the elementary schools, including the kindergarten and first six grades. [Berkeley, 1923] 119, 4 p. illus. 12°. (Course of study monographs. Elementary schools, no. 7)

Bibliography: p. 116-118.

**Davis, Ira C.** The use of motion pictures in teaching general science. General science quarterly, 7: 102-12, January 1923.

Presented before the Central association of science and mathematics teachers, December 1922.

**Freeman, Frank N.** The methods of investigation in visual education. Educational screen, 2: 103-8, March 1923.

Read before the meeting of the National academy for visual instruction, February 1923.

— Requirements of education with reference to motion pictures. School review, 31: 340-50, May 1923.

Says that motion pictures should be graded as carefully as are text books. They should be adjusted to the course of study, and made subordinate to the aims of the subjects which are being taught.

Judd, Charles H. Education and the movies. *School review*, 31: 173-78, March 1923.

What teachers can do to educate the taste of pupils as regards moving-picture shows. Says: "In the high school there could be developed a group of art critics who would do more to elevate community taste than any board of censors that could be set up."

Wood, George C. Some problems relating to the use of motion pictures in the secondary school. *Educational screen*, 2: 110-12, March 1923.

#### DALTON LABORATORY PLAN.

- ✓ Kimmins, C. W. The Dalton plan. *Journal of education and School world* (London), 55: 91-93, February 1923.  
Cites the advantages of the plan.

#### SPECIAL SUBJECTS OF CURRICULUM.

##### READING.

Bolenius, Emma M. First-grade manual, a help-book for teachers. - Boston, New York [etc.] Houghton Mifflin company [1923] 1, 461 p. illus. 12°.

Germane, Charles B. and Germane, Edith Gayton. Silent reading; a handbook for teachers. Chicago, New York, Row, Peterson and company [1922] 383 p. incl. diagrs. 12°.

"Suggested readings" at end of each chapter.

Gray, C. T. The anticipation of meaning as a factor in reading ability. *Elementary school journal*, 23: 614-26, April 1923.

Hardy, Marjorie. The use of the bulletin board in teaching beginning reading. *Elementary school journal*, 23: 350-67, January 1923.

Discusses a successful device used in the first grade of the elementary school of the University of Chicago.

Judd, Charles H. Relation of school expansion to reading. *Elementary school journal*, 23: 253-66, December 1922.

Criticises methods of teaching reading in schools of today. Says it is a mixture of "indefensible traditional practices and efforts at reconstruction."

New York (State) University. A reading course for the elementary schools of the state of New York. Rev. ed. [Albany, University of the state of New York, 1922] 15 p. 8°. (University of the state of New York bulletin . . . no. 758, May 15, 1922.)

Vogel, Mabel, and others. A basic list of phonics for grades 1 and 2. *Elementary school journal*, 23: 436-43, February 1923.

##### ENGLISH AND COMPOSITION.

- ✓ Johnson, Roy I. Letter-writing; a curriculum study in English composition. *Journal of educational research*, 6: 423-37, December 1922.

Says that an analysis of student letters lends new confirmation to the belief that emphasis upon mechanical correctness is a primary need in student composition.

Keyes, Rowena K. English in a cooperative high school. *Educational review*, 65: 237-40, April 1923.

Klapper, Paul and London, Abraham. Modern English. Book 1. Based upon a series of the same title by Henry P. Emerson and Ida C. Bender. New York, The Macmillan company, 1923. xviii, 325 p. illus. (part col.) 12°.

Wheeler, Paul M. Why study English? *Education*, 43: 422-29, 497-505, March-April, 1923.

Discusses composition and literature.

##### ANCIENT CLASSICS

Alden, Mary H. Some teaching devices for Latin. *Classical journal*, 18: 417-24, April 1923.

**Gilliland, A. E.** The effect of the study of Latin on the ability to define words. *Journal of educational psychology*, 14: 174-76, March 1923.

Concluded from November number.

**Gray, William D.** A neglected ally of the classics. *Classical journal*, 18: 286-98, February 1923.

After an examination of many college catalogs, the author concludes that very few of the more prominent eastern colleges offer a systematic and comprehensive course in ancient history.

**Renauld, Émile.** Le latin et les langues vivantes. *Revue universitaire*, 32: 26-33, January 1923.

Replies to an article by Prof. Gaston Varenne entitled *Les erreurs des latinistes à l'égard des langues modernes* in the *Revue universitaire*, May 1922.

**Thorndike, Edward L.** The influence of first-year Latin upon range in English vocabulary. *School and society*, 17: 82-84, January 20, 1923. tables.

Tables seem to show superiority in Latin pupils over non-Latin.

#### MODERN LANGUAGES.

**Handschin, Charles H.** Modern language teaching and the national life. *School and society*, 17: 225-33, March 3, 1923.

Gives eight reasons why modern language study should be fostered: (1) as an aid to trade and international intercourse; (2) to counteract our traditional and baleful insularity; (3) to teach the cardinal virtues of foreigners, for emulation; (4) to teach love for our institutions; (5) to teach a new spirit of international comity; (6) to interpret foreign civilization; (7) modern-language institutions must be American-manned; (8) to teach a broad and kind internationalism.

**Hoskins, J. Preston.** The present state of German instruction in the secondary schools of the eastern states. *Modern language journal*, 7: 409-26, April 1923.

From the Second annual report of the committee appointed for the resumption of German instruction in our secondary schools, December 1922.

**Stroebe, L. L.** The use of pictures as illustrative material in modern language teaching. *Education*, 43: 363-72, February 1923.

Discusses what pictures to use, and how to get them.

#### MATHEMATICS.

**Allen, Gertrude E.** Objectives in teaching of mathematics in secondary schools. *Mathematics teacher*, 16: 65-77, February 1923.

Presents objectives in the junior high school and senior high school. Recommends for the latter a course in "socialized" arithmetic, dealing with personal and family business affairs.

**Bailey, Middlesex A.** The Thorndike philosophy of teaching the processes and principles of arithmetic. *Mathematics teacher*, 16: 129-49, March 1923.

**Court, Sophie B. A.** Self-taught arithmetic from the age of five to the age of eight. *Pedagogical seminary*, 30: 51-68, March 1923.

A psychological study of a little boy in one of the Oklahoma public schools.

**Davis, Alfred.** Problems concerning the teaching of secondary mathematics. *Mathematics*, 15: 467-77, December 1922.

**Lennes, N. J.** A mathematician on the present status of the formal discipline controversy. *School and society*, 17: 63-71, January 20, 1923.

Paper read before the American Mathematical association, Rochester, 1922.

— The teaching of arithmetic. New York, The Macmillan company, 1923. x, 486 p. tables, diags. 8°.

**Lindquist, Theodore.** Mathematics the project instrument. *School and society*, 17: 343-49, March 31, 1923.

#### SCIENCE.

**Couch, J. N.** Science in the high school. *High school journal*, 5: 211-16, December 1922.

A review of science teaching in the high schools of North Carolina for 1920-1921.

**Neumann, Henry.** Science teaching: ethical values and limitations. *Educational review*, 65: 227-31, April 1923.

Emphasizes the necessity of ethical values. Writer says: "To correct the arresting tendency of occupation with things as they are, we must call upon the teachings of literature, philosophy, and ethics."

**Nininger, H. H.** *Zoology and the college curriculum.* Scientific monthly, 16: 66-72, January 1923.

Emphasizes the advantages of classes in field zoology.

**Wheeler, William M.** *The dry-rot in our academic biology.* Science, 57: 61-71, January 19, 1923.

Says that biology too often becomes a colorless, aridly scientific discipline, devoid of living contact with the humanities.

#### NATURE STUDY.

**Goldsmith, Gertrude B.** *Nature-study as a means of education for leisure.* Nature-study review, 19: 53-60, February 1923.

#### GEOGRAPHY.

**Visher, Stephen S.** *Modern geography: its aspects, aims, and methods.* Educational review, 65: 295-98, May 1923.

Declares among other things that geography is exceptionally well adapted to aid in preparation for citizenship.

#### SOCIAL SCIENCES.

**Mohr, Louise and Washburne, Carleton W.** *The Winnetka social-science investigation.* Elementary school journal, 23: 267-75, December 1922.

Work of the teachers of Winnetka (Ill.) public schools in constructing a curriculum of social science studies.

**Morehouse, Frances and Graham, Sybil Fleming.** *American problems; a textbook in social progress.* Boston, New York [etc.] Ginn and company [1923] xii, 567, xxx p. illus. 12°.

This book is based on several years' experience in teaching unified social science in the high school of the University of Minnesota, and is submitted as a basis for the possible construction of a future revised text when the subject becomes more stabilized. Among the topics treated are training for citizenship, and problems of rural life.

#### JOURNALISM.

**Hayes, Harriet.** *The case against the high school annual.* University high school journal, 2: 426-34, December 1922.

**Nixon, O. F.** *The cost and financing of student publications.* School review, 31: 204-12, March 1923.

Study based on a questionnaire sent to principals of high schools on the accredited list of the North Central Association of colleges and secondary schools.

#### MUSIC.

**Gartlan, George H.** *Music education for children.* Musical courier, 86: 56, January 25, 1923.

"A discussion of the limitations and the possibilities of the musical training for all classes of children."

———. *Testing children's voices.* Musical courier, 86: 57, April 5, 1923.

The assignment of parts in grade work and assembly singing, and the difficulties of the average class teacher in meeting this problem.

#### ART EDUCATION.

**Eastern arts association.** *Proceedings twelfth annual meeting held at Baltimore, Md., March 26-28, 1921 and thirteenth annual meeting held at Rochester, N. Y., April 6-8, 1922.* 230 p. 8°. (Frank E. Mathewson, secretary, W. L. Dickinson High School, Jersey City, N. J.)

Contains: (Baltimore convention) 1. C. V. Kirby: *Selling art education*, p. 7-14. 2. David Snedden: *Curriculum needs in household arts for junior high schools*, p. 22-28. 3. Mildred L. Sipp: *Home-making in the part-time school*, p. 35-40. 4. A. F. Hopper: *Vocational guidance in part-time schools*, p. 51-54. (Rochester convention) 5. F. G. Bonser: *The place of the industrial arts in the elementary school*, p. 107-13. 6. H. B. Froehlich: *Course of study in art for junior high schools*, p. 129-35.

**Jastrow, Joseph.** *A survey of aesthetics.* School and society, 16: 680-86, December 16, 1922.

**Winalow, Leon Loyal.** Art and industrial arts in the junior high school. Educational administration and supervision, 9: 9-16, January 1923.

"The subject of art should be required for all pupils; it should be made to tie up closely with the industrial arts courses for the boys and the home economics courses for the girls."

— The art education we need. Educational review, 65: 286-89, May 1923.

Discusses the relation between art and industry; the work of special schools of industrial art, etc.

**Wood, Margaret G.** Some uses of primitive art in the teaching of young children.

Teachers college record, 24: 49-50, January 1923.

Discussion of the value of certain kinds of pictures as standards to influence judgment in the youngest children.

#### DRAMATICS AND ELOCUTION.

**Burnham, Robert Howes.** Coaching the high school play. Emerson quarterly, 3: 10-13, December 1922.

Discussion of the value of dramatics, the selection of plays, and directions for carrying out many of the details of high school plays.

**Horrall, A. H.** Public speaking in the high school. School review, 31: 287-93, April 1923.

Writer says that one of the very first things that should be explained and emphasized is the mechanics of speech, which includes proper breathing, position, and gestures.

One-act plays for secondary schools. Journal of education, 97: 232-36, March 1, 1923.

"A carefully selected list chosen and arranged by James Plaisted Webber, instructor in dramatic literature, Phillips Exeter academy, and Hanson Hart Webster."

**Webber, James Plaisted and Webster, Hanson Hart, eds.** One-act plays for secondary schools. Boston, New York [etc.] Houghton Mifflin company [1923] xii, 308 p. 12°.

**Woolbert, Charles H.** The teaching of speech as an academic discipline. Quarterly journal of speech education, 9: 1-18, February 1923.

Read before the National association of teachers of speech, December 1922.

**Wright, Louise C.** Story plays. New York, A. S. Barnes and company, 1923. 127 p. front., illus. 8°.

Out of a long experience in supervisory work with teachers and children in their games and story plays, the author has prepared this book for teachers desiring practical help in teaching story plays.

#### THE KINDERGARTEN.

**Boyd, W.** The Montessori system. Journal of education and School world (London), 55: 155-57, March 1923.

Contends that the Montessori system, as a system, has certain fatal defects, which, in the main, are defects of curriculum.

**Franzen, Raymond H.** Testing little children. Kindergarten and first grade, 8: 89-92, March 1923.

**Peters, W. J.** The progress of kindergarten pupils in the elementary grades. Journal of educational research, 7: 117-26, February 1923.

Concludes that the kindergarten expedites school life. "Intelligence, being constant, kindergarten training makes it possible," says the writer, "to meet the first-grade situation at an earlier age."

#### RURAL EDUCATION.

**Alexander, Carter.** Publicity work for better support of rural schools. Journal of educational research, 7: 1-13, January 1923.

Presents examples of successful appeals to rural voters. Outlines plans for educational campaigns.

Also in Journal of rural education, 2: 289-98, March 1923.

**Brim, Orville G.** The curriculum problem in rural elementary schools. Elementary school journal, 23: 586-600, April 1923.

Diagnoses the case of the decadent rural school, and prescribes the remedy.

— Handicaps of the rural child. Journal of rural education, 2: 52-63, October-November 1922.

Read before the American country life association, November, 1922.



**Butterfield, Kenyon L.** The education of the rural people. *Journal of rural education*, 3: 166-74, December 1922-January 1923.

The end of rural education is to aid the farmer to "live the abundant life of the citizens of a democratic and a Christian commonwealth."

**Davis, E. E.** A study of rural schools in Williamson county. Austin, The University [1922] 55 p. incl. tables, diagra. 12°. (*University of Texas bulletin*, no. 2238. October 8, 1922)

**Dunn, Fannie W.** The curriculum of the rural elementary school. *Teachers college record*, 24: 122-31, March 1923.

Elementary education for urban and for rural school has identical ends. Curricula of one and two teacher schools should be organized by groups and not by grades.

**Ferris, Emery N.** Curriculum-building in the rural high school. *School review*. 31: 253-66, April 1923.

Presents the various possible elements that make up two type curriculums, one liberal the other vocational; develops the former considerably in detail.

**Greist, O. H.** The administration of consolidated rural high schools. *School review*, 31: 129-36, February 1923.

Describes conditions in Randolph county, Ind., where it is now possible for every rural child in the whole county to attend a commissional high school while living at home.

**Hayes, Augustus W.** Community value of the consolidated rural school. New Orleans, The Tulane university of Louisiana, Department of sociology, 1923. 45 p. illus., tables. 8°. (*Research bulletin no. 2*, February 1923)

**Head, T. L.; jr.** Transportation of school children in Montgomery county, Alabama. *Journal of rural education*, 3: 159-66, December 1922-January 1923.

**Judd, Charles H., and others.** Rural school survey of New York State. Administration and supervision. Ithaca, N. Y., 1923. 629 p. diagra., tables. 12°. (Director of survey: George A. Works, Ithaca, N. Y.)

This report comprises sections prepared by various members of the survey staff on the common school district, the supervisory district, medical inspection, principles of organization and administration, the State system of examinations, the community unit, and State schools of agriculture. The general summary and recommendations are the work of Prof. Judd.

**Smith, C. B.** Principles and achievements in adult education under the Smith-Lever act. *Journal of rural education*, 2: 78-88, October-November 1922.

### ELEMENTARY SCHOOLS.

**Blake, Katherine Devereux.** Revising the elementary curriculum. *Journal of the National Education association*, 11: 355-59, November 1922.

The writer, who is chairman of the Committee on changes needed in the elementary school course, believes that school courses should keep pace with the enormous growth in every phase of modern life—that they should prepare children to face the problems of tomorrow.

**Parker, Samuel Chester.** Types of elementary teaching and learning, including practical technique and scientific evidence. Boston, New York [etc.] Ginn and company [1923] xvi, 585 p. illus. 12°.

Some years ago Prof. Parker produced a volume entitled *General methods of teaching in elementary schools*. The present book gives the special application of the general principles discussed in the former work.

### SECONDARY EDUCATION.

**Illinois. University. High school conference. Proceedings . . .** November 23-25, 1922. Urbana, Pub. by the University of Illinois, 1923. 399 p. 8°. (*University of Illinois bulletin*, vol. 20, no. 29, March 19, 1923.)

Contains: 1. L. C. Marshall: Social science curriculum, p. 23-28. 2. L. W. Chatham: Advantages of the letter system of grading, p. 46-48. 3. L. Mae Ormsby: Biology teaching as a means of conservation of our resources, through instruction in physiology and hygiene, p. 108-12. 4. Harriet L. Bouldin: Content of the high school Latin course, p. 140-46. 5. H. D. Trimble: Teaching of English in the Illinois high schools, p. 199-211. 6. Emily Wyatt: Assignments in composition, p. 211-16. 7. Ruth Bancroft: Text-books for home economics in high school, p. 239-44. 8. Adah Hess: Tests in home economics, p. 249-54. 9. J. H. Sharda: Standards for mechanical drawing, p. 274-81. 10. Elsa Scheerer: Conducting a reading class in Spanish, p. 303-7. 11. Bessie L. Ashton: Geography in the interpretation of history, p. 378-83.

- Briggs, Thomas H.** Curriculum reconstruction in the high school. School review, 31: 109-15, February 1923.
- Charters, W. W.** The Los Angeles high-school curriculum. School review, 31: 95-103, February 1923.  
A criticism of Prof. Bobbitt's monograph on Curriculum making in Los Angeles, published by University of Chicago, 1922, — a study in curriculum objectives. See also article by David Suedden, "Bobbitt's curriculum-making in Los Angeles," in same number, p. 105-8.
- Douglass, Earl E.** Possibilities in the six-year high school for the small town. Educational administration and supervision, 9: 39-51, January 1923.  
A study of conditions in the university high school of the University of Oregon, which is a 6-year high school enrolling 185 students. Describes system of student self-government which differs somewhat from the usual type.
- Edmondson, J. B.** A tentative plan for discovering strength and weaknesses in the administration of a high school. High school quarterly, 11: 141-43, April 1923.  
Gives eight standards for efficiently administered high schools.
- Feingold, Gustave A.** Mental analysis of high-school failures. Educational administration and supervision, 9: 24-38, January 1923.  
Tables are given showing Mental distribution of those failing, Percentage-distribution for lack of ability and lack of effort, Percentages of failures in examinations and courses, boys and girls.
- Ivy, H. M.** High schools. Indexed. Issued by W. F. Bond, state superintendent of education. [Jackson, 1922] 177 [2] p. 8°. (Mississippi. Dept. of education. Bulletin no. 29, 1922.)
- Lewis, Grace T.** Increasing educational opportunities for high-school graduates. School review, 31: 267-75, April 1923.  
Work accomplished by the Mount Vernon (New York) high school in obtaining supplementary financial assistance.
- Maphis, Charles G.** High school survey of Elizabeth City, North Carolina. Charlottesville, Va., The University, 1923. 48 p. tables, diagrs. 12°. (The University of Virginia record. Extension series, vol. vii, no. 6. February 1923)
- Monroe, Walter S., and Carter, Ralph E.** The use of different types of thought questions in secondary schools and their relative difficulty for students. Urbana, The University of Illinois, 1923. 26 p. 8°. (University of Illinois. Bureau of educational research. College of education. Bulletin no. 14)  
— and Foster, I. O. The status of the social sciences in the high schools of the North central association. Urbana, The University of Illinois, 1922. 38 p. incl. tables. 8°. (University of Illinois. Bureau of educational research. College of education. Bulletin no. 13)  
University of Illinois bulletin vol. xx, no. 18.
- Pennsylvania. Department of public instruction.** Manual for high schools. Harrisburg, Pa., J. L. L. Kuhn, printer to the commonwealth, 1922. 142 p. 8°. Bibliography: p. 141.
- Suedden, David.** "Case group" methods of determining flexibility of general curricula in high schools. School and society, 17: 287-92, March 17, 1923.  
Notes of an address before the National association of secondary school principals, March 1923.
- Uhl, Willis L.** Syllabus in the principles of secondary education. Madison [Democrat printing company] 1923. 85 p. 8°. Contains bibliographies.  
"Reference books": p. 82-85.
- University high school, University of Chicago.** Studies in secondary education. I. By Henry C. Morrison, William C. Reavis [and others] Chicago, Ill., The University of Chicago, 1923. 150 p. tables, diagrs. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal. no. 24, January 1923)  
Comprises a series of studies dealing with the major lines of experimentation in the laboratory schools, and with various problems of administration and instruction developed in the University high school of the University of Chicago.

**Wheelock, Charles F.** Secondary education. Report for the year ending July 31, 1919. Volume 2 of the sixteenth annual report of the State department of education. Albany, The University of the state of New York, 1923. 592 p. plates, tables. 8°.

The appendix to the volume, pages 83-260, contains a monograph on the Historical development of the New York state high school system, by Walter J. Gifford. This article is intended finally to be included in a projected revision of Hough's Historical and statistical record of the University of the state of New York.

#### JUNIOR HIGH SCHOOLS.

**Briggs, Thomas H.** The status of the junior high school. Educational administration and supervision, 9: 193-201, April 1923.

**Glass, James M.** Development of junior high schools in Pennsylvania. Pennsylvania school journal, 71: 343-50, 371, April 1923.

Delivered before the High school department, P. S. E. A., December 1922.

**Henke, Frederick G.** Some reflections on educational theory and practice. Educational review, 65: 1-7, January 1923.

Emphasizes the value of the junior high school in the scheme of education. Says the movement is full of promise of good results both for the individual and for society. Discusses secondary education in general.

**Louis, Marion.** Opportunities in junior high school work. School review, 30: 755-59, December 1922.

Paper read before the School Libraries section of the American Library Association, June 27, 1922.

**Meister, Morris.** The educational value of scientific toys. General science quarterly, 7: 167-80, March 1923.

A study of the different materials and activities which engage the attention of the junior-high school boy.

**Renwick, Albert.** The junior high school vs. the six-year high. Education, 43: 232-43, December 1922.

Discusses the two systems and defines them, with proposed courses of study for each, etc.

**Stone, Seymour I.** The social sciences in the junior high school. School review, 30: 760-69, December 1922.

Gives suggestions as to objectives of junior high school social sciences, and a list of studies and activities.

#### EXTRA-CURRICULAR ACTIVITIES.

Decision of the Supreme court of Illinois on high school fraternities. School review, 31: 332-39, May 1923.

Gives full text of the law which forbids high-school fraternities, sororities, and secret societies in the public schools of the state, with the decision of the Supreme court of Illinois affirming the constitutionality of the law in an appeal brought before the court from a lower tribunal.

**Fretwell, Elbert K.** Extra-curricular activities of secondary schools. I-II. Teachers college record, 24: 60-72, 147-58, January, March 1923.

The first contribution is a "bibliography of pupil participation in the extra-curricular life of the school." The second is a "bibliography on high-school fraternities and sororities."

**Hobson, Clay S.** An experiment in organization and administration of high-school extra-curricular activities. School review, 31: 116-24, February 1923.

Describes a plan of cooperation, developed in Kearney, Nebr., between the administrator, the teachers, and the pupils of the high school.

**Perkins, Glen O.** The elimination of fraternities and sororities in the Tucson high school. School review, 31: 224-26, March 1923.

**Vaughan, T. H.** A point system and score-card for extra-curricular activities. School and society, 16: 745-47, December 30, 1923.

The system described has a four-fold purpose: (1) to establish a just and uniform basis for granting extra-curricular credits; (2) to encourage more students to participate in them; (3) to develop dependability and responsibility; (4) to aid in selecting honor students."

**Wheeler, W. H.** Administering the funds of extra-curricular activities. Illinois teacher, 11: 89-92, March 1923.

The author sent out 200 questionnaires to the schools in Illinois, Michigan, and Indiana asking information concerning their supervision of extra-curricular funds.

## TEACHER TRAINING.

**Burris, William P.** The case method in the study of teaching. *Educational review*, 65 : 280-85, May 1923.

Concludes that case study will run throughout the professional course, parallel with other studies, as the means of giving to each its proper emphasis and significance.

**Edson, Andrew W.** California institutes. *Journal of education*, 97 : 126, February 1, 1923.

A series of institutes carried out by the Southern section of the California teachers' association, uniting with the city and county superintendents of Southern California.

**Frank, J. O.** The preparation of high school teachers in Wisconsin normal schools. *School review*, 31 : 16-27, January 1923.

Discusses entrance requirements, curriculum, supervised teaching, etc. Says that it appears certain that the state normal schools of Wisconsin will soon become degree-granting state teachers' colleges, and as such will give to the state a greatly increased percentage of its high school teachers.

**Moehلمان, Arthur B.** A survey of the needs of the Michigan State normal schools. Prepared at the request of the State board of education. [Lansing, Mich.] Department of public instruction, 1922. 250 p. diags., maps, tables. 8°.

Mr. Moehلمان is director of statistics and reference for the Detroit public schools. The survey was conducted largely by the questionnaire method, but two trips of inspection were also made. The report gives the detailed result of the investigations together with a summary of findings and recommendations.

**Newcomb, B. S.** The present status of the training of high school teachers in normal schools and teachers' colleges. *School review*, 31 : 380-87, May 1923.

Work in Oklahoma described.

**Payne, E. George.** The determination of curricula for the education of teachers of the elementary school. *Educational administration and supervision*, 9 : 223-33, April 1923.

Gives the objectives set up for the determination of the preliminary subject-matter, method, and school organization for training of the teachers of the elementary schools of St. Louis, etc.

**Richard, Walter.** Preparation for the teaching of history in high schools. *Historical outlook*, 14 : 23-26, January 1923.

Teachers of high school history should have all the general training required of teachers of other high school subjects.

**Reynolds, Annie.** Rural teacher training in Wisconsin. *Journal of rural education*, 3 : 174-85, December 1922-January 1923.

**Rockwell, Harry W.** Teacher training in France. *Educational review*, 65 : 159-62, March 1923.

**Ryan, W. Carson, jr.** Education courses in the liberal arts college. *School and society*, 17 : 148-53, February 10, 1923.

**Sullivan, M. E.** Folly and waste in teacher training. *Ohio educational monthly*, 72 : 8-14, January 1923.

## TEACHERS' SALARIES AND PROFESSIONAL STATUS.

**Coolidge, Calvin.** Appreciation of teachers. *Journal of education*, 97 : 145-49, February 8, 1923.

**Cowing, Helen H.** A teacher's time. *School review*, 31 : 351-62, May 1923.

Study based on questionnaires sent to people selected quite at random from lists of secondary school teachers in 14 cities. An attempt to show in detail the character of the high-school teacher's week.

**Kilpatrick, William H.** Teachers and the new world. *Virginia teacher*, 4 : 57-62, March 1923.

Reprinted from the *Educational Times*, London.

Education must order itself in relation to the social group as a whole.

A new national education fraternity. *School and society*, 16 : 741-42, December 30, 1922.

A new fraternity called the Kappa Phi Kappa has for its purpose the interesting of men students in education as a profession.

**Willard, Dudley W. and Williams, Curtis T.** A criterion of the quality of teaching. Educational administration and supervision, 9 : 147-59, March 1923.  
A study of the rating of teaching ability.

### HIGHER EDUCATION.

**Association of American colleges.** Proceedings of the ninth annual meeting . . . Chicago, January 11-13, 1923. Published by The Association of American colleges [1923] 234 p. 8°. (*Its Bulletin*, vol. 9, no. 2, March 1923) (Robert L. Kelly, executive secretary, 111 Fifth Avenue, New York City).

Contains: 1. Samuel Plantz and others: College objectives and ideals, p. 35-69. 2. Robert L. Kelly and others: Report of the commission on the organization of the college curriculum, p. 70-116. 3. Charles H. Cole: Report of the commission on academic freedom and academic tenure, p. 117-130. 4. C. C. Zantinger: College architecture, p. 164-72. 5. Otis E. Randall: Report of the commission on sabbatic leave, p. 188-202.

**National association of state universities in the United States of America.** Transactions and proceedings . . . Washington, D. C., November 13-14, 1922. 99 p. 8°. (Harry W. Chase, secretary-treasurer, University of North Carolina, Chapel Hill, N. C.)

Contains: 1. Henry Suzzallo: Finance and the control of attendance, p. 9-16. 2. C. E. Seashore: Progressive adjustment versus entrance elimination in a state university, p. 15-23. 3. B. D. Wood: The new type content examination, p. 32-37. 4. L. V. Koss: Place of the junior college in American education, p. 44-56. 5. J. C. Jones: The junior college movement in Missouri, p. 77-82.

**Admission to Harvard university.** School and society, 17: 441-44, April 21, 1923.

This is the report of the committee appointed at Harvard to consider and report to the governing boards "principles and methods for more effective sifting of candidates for admission to the university."

**Bigelow, G. H.** Medical supervision at Antioch college. Boston medical and surgical journal, 188 : 157-64, February 8, 1923.

**Clark university, Worcester, Mass. Library.** Publications of the Clark university library. vol. 7, no. 1. January, 1923. Worcester, Mass., Clark university library [1923] cover-title, 16 p. 12°.

Contains: A sketch of the history of Clark university, by E. C. Sanford.—The outlook in 1923, by President W. W. Atwood.

**College courses in foreign affairs; prepared by the Institute for public service, New York City.** Historical outlook, 14: 61-68, February 1923.

Enumerates what is being taught in colleges in current events study.

**College graduates in business.** School and society, 17: 105-6, January 27, 1923.

Reprint from Boston Evening transcript.

Study made by President Lowell in report to the board of overseers of Harvard, showing the rapid increase in proportion of Harvard graduates who enter business.

**Deutsch, Benjamin.** College students and politics. School and society, 16: 673-80, December 16, 1922.

After explaining political conditions here in America this article states that the plan for requiring college students to get political experience should be considered.

**Drew, Elizabeth A.** Literature in college. Atlantic monthly, 131: 62-68, January 1923.

**Fairchild, A. H. E.** The sequence of courses for college and university students who choose English as a major subject. English journal, 12: 153-63, March 1923.  
Author presents facts concerning the lack of sequence of courses in English in colleges.

**Georgetown university and the Pan American students' association.** Bulletin of the Pan American union, 56: 325-28, April 1923.

"The Pan American students' association . . . is an important coadjutor in the fulfillment of the great purposes for which the Pan American union was established."

**Gleason, Arthur.** How to make a college. New republic, 34: 267-70, May 2, 1923.  
Scholastic methods and activities of Dartmouth college described.

**Graduates of Yale who are college presidents.** School and society, 17: 435, April 21, 1923.

Thirty-five college presidents hold degrees for undergraduate or graduate work done at Yale. The list is given.

**Hellems, F. B. B.** Education, limited or liberal. *School and society*, 17: 90-95, January 27, 1923.

The author discusses both sides of the question of limiting the attendance at colleges and universities.

**Holst, J. H.** The imposition of fees in State-supported institutions. *Educational review*, 65: 35-39, January 1923.

Advocates that all tuition fees in State and Federal supported educational institutions should be abolished.

**Institute of international education.** Guide book for American students in the British Isles. New York, 1923. 5 p. l., 94 p. 8°. (Bulletin no. 2. 4th series)

**Interfraternity conference.** Minutes of the fourteenth session of the Interfraternity conference held at New York, and constitution, by-laws, lists of members, delegates and alternates, representatives of colleges and universities, and reports, papers and addresses. [New York, 1923] 149 p. 8°. (A. Bruce Bielaski, secretary, 120 Broadway, New York)

**Kirkpatrick, J. E.** The British college in the American colonies. *School and society*, 17: 449-54, April 28, 1923.

Harvard, William and Mary, Yale, Brown, and Dartmouth are discussed, and their departure from the British type of college government.

**Koos, Leonard V.** Research problems in collegiate education. *School and society*, 17: 169-74, February 17, 1923.

Discusses some of the problems in college administration and curricula.

**Lee, Edwin A.** College teaching: service or sinecure? *Educational review*, 65: 83-87, February 1923.

[List of 121 colleges that have elected new presidents during the past three years. The name of the old, as well as the new, executive is given.] *Educational review*, 65: 120-22, February 1923.

**Murray, Elsie.** Some uses of the freshman test in the smaller college. *School and society*, 17: 416-17, April 14, 1923.

Some conclusions drawn from the application of the Thurstone intelligence test, 1919 and 1920 editions, to the entering classes at Sweet Briar college, Sweet Briar, Va.

**Murray, Walter C.** College union in the maritime provinces [of Canada]. *Dalhousie review* (Halifax) 2: 410-24, January 1923.

**The new liberal college.** *Survey*, 49: 503-4, January 15, 1923.

Describes the new curriculum of Reed college, Portland, Oreg. In place of the conventional subject departments, instruction is organized into four divisions, or groups of interrelated subjects: (1) Literature and language; (2) history and social science; (3) mathematics and natural science; (4) philosophy, psychology, and education.

**Ogden, Robert M.** A curriculum for the college of arts. *Educational review*, 65: 208-14, April 1923.

Contends that the retention of the course in arts and sciences is based upon the necessity of conserving the mainsprings of our knowledge and our culture. Presents an outline of a worthy curriculum.

**Reynolds, E. S., and Hance, E. T.** Pruning the academic tree. *Science*, 57: 408-10, April 1923.

Discusses the scientific curriculum, with emphasis on plan in operation at North Dakota agricultural college.

**Sears, J. B.** Our theory of free higher education. *Educational review*, 65: 27-34, January 1923.

Notes the rapid rise of student fees in state universities, and says that if it is not soon checked that it will, at no very distant date, prove disastrous to the theory of free higher education.

**Seashore, C. E.** Progressive adjustment versus entrance elimination in a state university. *School and society*, 17: 29-35, January 13, 1923.

Author proposes a plan for the progressive adjustment of students throughout the training in the entire state educational system.

**Slaten, A. Wakefield.** Academic freedom, fundamentalism, and the dotted line. *Educational review*, 65: 74-77, February 1923.

Discusses academic freedom and the denominational college.

- Stearns, Wallace N.** The college and the people. *Education*, 43: 230-34, January 1923.  
Describes the activities that colleges should maintain in the communities, especially the rural communities, around them.
- Texas. University. Bureau of extension.** A mill tax for the support of higher educational institutions in Texas. The Interscholastic league division. Bureau of extension. Austin, Tex., The University, 1922. 156 p. 12°. (University of Texas bulletin, no. 2236. September 22, 1922.)
- Walters, Raymond.** Statistics of registration in American universities and colleges. *School and society*, 17: 197-205, February 24, 1923.  
Illustrated with tables giving the total enrollment in the various colleges, also the enrollment in different courses, size of faculty staff, etc.
- West, Clarence J. and Hull, Callie.** Doctorates conferred in the arts and the sciences by American universities, 1921-1922. *School and society*, 17: 57-63, 106-9, 132-39, January 20-February 3, 1923.

#### JUNIOR COLLEGES.

- Fitzpatrick, Edward A.** The case for junior colleges. *Educational review*, 65: 150-56, March 1923.  
Gives statistics of growth and development. Says that the presence of junior colleges well located about a state within easy access of the entire population satisfies better than any present arrangement the democratic tendency of higher education.
- Hills, Elijah C.** Shall the college be divided? *Educational review*, 65: 92-98, February 1923.  
Discusses the work of the junior college in the various states.
- Proctor, William M.** The junior college and educational reorganization. *Educational review*, 65: 275-80, May 1923.  
Contents that the proposed four-year junior college may well become the key institution in the reorganization of American education.
- The junior college in California. *School review*, 31: 363-75, May 1923.  
Junior colleges in California number 27, of which 6 are connected with teachers' colleges, 20 with high schools, and 1 with the southern branch of the University of California. The enrollment is 3,750 students. A study of the activities and advantages of such colleges.

#### FEDERAL GOVERNMENT AND EDUCATION.

- Capen, Samuel P.** A nationalized system of education. *Journal of education*, 97: 353-54, March 29, 1923.  
The author, who was formerly head of the division of higher education in the U. S. Bureau of Education, says that "The United States does not need and should not have a national system of public schools."

#### SCHOOL ADMINISTRATION.

- Alexander, Carter.** Opportunities for research in educational finance. *Educational administration and supervision*, 9: 209-22, April 1923.  
Discusses the qualifications needed for those engaged in this field of investigation.
- Bonner, H. R.** The conviction of legislators for failure to enact effective compulsory attendance laws. *American school board journal*, 66: 45-48, February 1923.  
tables, maps.
- Gray, Olive.** Supervision of instruction as a joint state and local undertaking. *Elementary school journal*, 23: 504-16, March 1923.  
Discusses what was done in Alabama regarding supervision of instruction as a joint state and local undertaking, within the first two years after the State department of education was organized in accordance with the provisions of the new school Code of 1919.
- Irwin, Harry N.** Dual administrative control in city school systems—a case study of its origin and development. *Elementary school journal*, 23: 573-85, April 1923.  
Discusses dual system in the city school district of Cleveland, Ohio. To be concluded.
- Keith, John A. H.** Educational opportunity as related to school revenue. *Pennsylvania school journal*, 71: 191-97, 229, January 1923.  
Such problems are discussed as the insufficiency of school revenue, taxation, state aid, etc.

**Loomis, A. K.** Financial aspects of small high schools. *Journal of rural education*, 3 : 151-58, December-January 1923.

Says that facts tend to establish: 1, In many of the small and medium-sized high schools the cost per pupil is too high; 2, The mill-tax for high school purposes is extremely burdensome in many communities; 3, The tax burden for the support of high schools is distributed unequally.

**McCullough, James F.** Looking to our foundations. Geneva, Ill., The Economic press, 1922. ix, 374 p. 12°.

The writer opposes centralizing the administration of public schools, and also condemns centralized control of other public interests.

**Manchester, O. L.** Taxation in Illinois. Pub. by The Illinois state teachers' association. [Springfield, Ill., Illinois state journal co., 1922] 62 p. 8°.

At the meeting of the Illinois State teachers' association held at Springfield in December, 1921, there was adopted a somewhat vigorous resolution upon taxation. It developed afterwards during the discussion that some of the teachers felt that they did not perhaps understand the full purport of all they were subscribing to, and the directors of the Association were instructed to have prepared a monograph upon the subject. Mr. O. L. Manchester was selected to do the actual work.

**Shelton, A. M.** The school district and state responsibility. *Illinois teacher*, 11: 43-45, December 1922.

In conclusion the article says that unequal school burdens and opportunities might be solved by the adoption of a large school district.

**Shilling, John.** An adventure in financing a state school system. *Educational administration and supervision*, 9 : 81-86, January 1923.

Describes conditions in Delaware.

**Strayer, George D.** The cost and the fiscal administration of schools. *Journal of education*, 97 : 347-48, March 29, 1923.

A comparison of the current expense per pupil (elementary and secondary) in various communities in the United States.

**Swift, Fletcher H.** Financing schools under the district system. *Journal of educational research*, 7 : 289-96, April 1923.

Gives results of financing schools under the district system in Oklahoma, Minnesota, and Arkansas.

— Studies in public school finance: The West—California and Colorado. Minneapolis, The University of Minnesota, 1922. xiv, 221 p. diags., tables (partly fold.) 8°. (Research publications of the University of Minnesota, Education series, no. 1)

The present study by Prof. Swift of conditions in two Western states—California and Colorado, is to be followed by three additional volumes, also to be published by the University of Minnesota, examining systems of school finance in selected States of the East, Middle West, and South, respectively.

**Updegraff, Harlan and King, Leroy A.** A survey of the fiscal policies of the State of Pennsylvania in the field of education. A report of the Citizens' committee on the finances of Pennsylvania to Hon. Gifford Pinchot. December, 1922. viii, 207 p. tables, diags. 8°.

Reprinted from Part II.

This study takes up the finances of the public schools, normal schools, higher educational institutions, and State department of public instruction, and discusses their relative needs. A summary of findings and recommendations precedes the detailed results of the investigation.

**Wilson, H. B.** Selling the schools to the public. *American education*, 26 : 252-58, February 1923.

Those responsible for public education must convince the public that it is wise to spend money needed for schools.

## SCHOOL MANAGEMENT.

**Ayer, Fred C.** The present status of promotional plans in city schools. *American school board journal*, 66 : 37-39, April 1923.

Special reference made to frequency, distribution, and size of city.

**Caldwell, Otis W.** Principles and types of curricular development. *Journal of education*, 97 : 428-32, April 19, 1923.

Discusses efforts to improve the school subjects of study, as they are being changed to meet modern conceptions of education.



**Charters, W. W.** Curriculum construction. New York, The Macmillan company, 1923. xii, 352 p. tables. 8°.

The book elaborates and criticizes the theories of curriculum construction as observed in the history of education, then analyzes and describes the recent technique of curriculum construction, and finally presents a number of special studies relating to particular subjects and courses.

**Clapp, Frank Leslie.** Standard tests as aids in school supervision. Illustrated by a study of the Stoughton, Wisconsin, schools. Madison, 1922. 56 p. tables. 8°. (University of Wisconsin studies in the social sciences and history, no. 8)

The object of this study is to give a concrete example of a detailed analysis of school conditions which may be of practical use in determining the supervision of teaching.

**Clark, Thomas Arkle.** Advisory system for students. School and society, 17 : 85-90, January 27, 1923.

Shows the advantages and disadvantages of the system, and says "if the work is worth while it should be magnified."

**Cubberley, Ellwood P.** The principal and the principalship. Elementary school journal, 23 : 342-52, January 1923.

This article forms Chapter II of the author's forthcoming book, The principal and his school, and is reproduced here by permission of the publishers, the Houghton Mifflin company, Boston.

**Ensign, Forest C.** Evolution of the high-school principalship. School review, 31 : 179-90, March 1923.

Says that the high-school principal has become a builder of curriculums, not the administrator of those already made.

**Fillers, H. D.** The managerial duties of the principal. School review, 31 : 48-53, January 1923.

Presents a list of the customary managerial duties of the high-school principal, and offers a plan for delegating certain duties which will make possible the gaining of time by the principal for the performance of the neglected duties connected with the supervision of classroom instruction.

**Great Britain. Board of education. Consultative committee:** Report of the Consultative committee on differentiation of the curriculum for boys and girls respectively in secondary schools. 2d impression. London, H. M. Stationery office, 1923. xvi, 193 p. tables. 8°.

The question whether greater differentiation is desirable in the curriculum for boys and girls respectively in secondary schools, is investigated in this report. A policy of freedom is recommended in that boys and girls have a large choice of subjects and teachers a wide latitude in directing the choice of subjects.

**Harvey, Nathan A.** The student's marks and the student's load. American schoolmaster, 16 : 107-16, March 1923.

The author advocates the use of marks in grading pupils.

**Judd, Charles H.** School expansion and personnel. Elementary school journal, 23 : 495-503, March 1923.

**Kirk, H. H.** Time distribution by subject and grade. Elementary school journal, 23 : 535-41, March 1923.

**Mason, Howard H.** Health and regularity of school attendance. Teachers college record, 24 : 26-36, January 1923. tables, diagrs.

Discussion of absences and causes for same, in the Lincoln school of Teachers college, Columbia university.

**Meyer, Harold D. and others.** The commencement program, suggestions and helps available for the school. Chapel Hill, N. C., The University of North Carolina press, [1923] 47 p. 8°. (University of North Carolina. University extension division. vol. II, no. 10. February 1, 1923)

**Pittenger, B. F.** The study of school management. Educational administration and supervision, 9 : 129-38, 243-51, March-April 1923.

Discusses the conditions and relations required for good teaching, social discipline, and community service. Second article deals with factors and principles.

**Salisbury, Ethel Imogene.** Principles of curricula-making. Department of course of study. Los Angeles city school district, School publication, no. 49, January, 1923. [Los Angeles, 1923] 31 p. 12°.

**Satchell, J. Kenneth.** Student participation in school administration. School review, 30 : 733-41, December 1922.

Gives the result of a survey of the question in the Pennsylvania high schools, and conclusions regarding student government.

✓ **A school in action.** Data on children, artists and teachers. A symposium; with introduction by F. M. McMurry. New York, E. P. Dutton and company [1922] xiii, 344 p. charts. 12°.

In order to avoid the interruption in the systematic mental training of young children caused by the long summer vacation of the school, the Bird school, of which the work is described in this volume, was established by Mrs. Arthur Johnson on her country estate near Peterboro, N. H.

**Stark, William E.** Every teacher's problem. New York, Boston [etc.] American book company [1922] 368 p. 12°. (American education series. G. D. Strayer, general editor)

A number of groups of typical problems are here presented, each problem being followed by an account of its solution in which teachers, principals, superintendents, and parents take part. Each series of problems is accompanied by a statement of the general principles involved.

✓ **Taylor, Joseph S.** Grading and promotion. School and society, 17 : 405-9, April 14, 1923.

Writer says that "we have made a fetish of a uniform course of study adapted to the mythical 'average child.'"

— Some desirable traits of the supervisor. Educational administration and supervision, 9 : 1-8, January 1923.

### SCHOOL BUILDINGS AND GROUNDS.

**Neale, M. G. and Severson, S. B.** A school building program for the city of Duluth, Minnesota. [Duluth, Minn., Printed at Manual training high school, 1922] 94 [1] p. incl. tables, diags. 4 fold maps. 8°.

— A school building program for the city of Winona, Minnesota. Minneapolis, Minn., 1922. x, 66 p. incl. tables, diags. 8°.

**Powell, A. L. and Bell, A. D.** School lighting to conserve vision. Nation's health, 5 : 123-24, February 1923.

**Stineman, Norman H.** Schools without fire hazards. Catholic school interests, 1: 35-41, March 1923.

**Strayer, George D.** The school building program an important part of the city plan. In Proceedings of the fourteenth National conference on city planning, Springfield, Mass., June 5-7, 1922. p. 46-53.

Discussion, p. 53-64. (Flavel Shurtleff, secretary, Boston, Mass.)

### SCHOOL HYGIENE AND SANITATION.

**Baker, S. Josephine.** Methods of determining malnutrition. Nation's health, 5: 47-50, January 1923.

Discusses the various methods in vogue for determining malnutrition in school children. Cites comparative statistics.

**Cooper, G. M.** Public school clinics. Trained nurse and hospital review, 70 : 332-36, April 1923.

Describes the work of the Department of medical inspection of the schools of North Carolina.

**Davis, Walter W.** The questionnaire method in health education. Elementary school journal, 23 : 373-86, January 1923.

Reports results of an investigation of health habits and conditions among the school children of Seattle.

**Emerson, Haven.** The protection and development of health in boarding schools. Journal of the American medical association, 80 : 1310-12, May 5, 1923.

Presents a plan for health protection.

**Fones, Alfred C.** Mouth hygiene for school children. Trained nurse and hospital review, 70 : 121-24, February 1923.

Second and concluding article. Illustrated. Gives tooth-brush drill.

**Gesell, Arnold.** The pre-school child from the standpoint of public hygiene and education. Boston, New York [etc.] Houghton Mifflin company [1923] xvi, 264 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

**Hiscock, Ira V.** School health supervision. American journal of public health, 13 : 259-69, April 1923.

This article constitutes section 7 of the forthcoming report of the Committee on municipal health department practice of the American public health association.

**Johnson, Marietta.** Organic methods of child education. Nation's health, 5 : 57-60, January 1923.

**Moore, Elizabeth.** Rural school health survey, Missouri. St. Louis, Mo., 1922. 2 p. l., 46 p. 12°.

At head of title: Missouri tuberculosis association.

**Porter, W. T.** Percentile charts of the height and weight of Boston school children. Boston medical and surgical journal, 188 : 639-44, April 26, 1923.

**Rowell, Hugh G.** The full-time school physician. Boston medical and surgical journal, 188 : 540-42, April 12, 1923.

**Sundwall, John.** The teaching of hygiene to college students. Nation's health, 5 : 249-51, April 1923.

Report of a committee of the American student health association on hygiene teaching in colleges and universities. The report was rendered at the annual meeting in New York, Dec. 28, 1922.

**Winslow, C.-E. A.** Window ventilation preferred for schools. Nation's health, 4 : 757-61, December 1922.

Discusses the final report of the New York state commission on ventilation, appointed by the Governor of New York, June 1913, on the request of the New York association for improving the condition of the poor.

#### SEX HYGIENE.

**Galloway, Thomas W.** Community education in social hygiene. Journal of social hygiene, 9 : 216-26, April 1923.

Says that sex education should not be isolated from other instruction, whether in the home or the school.

**Gruenberg, Benjamin C.** Sex education in hygiene and physical education. Educational review, 65 : 80-83, February 1923.

Discusses the necessity of sex education in the high school, and the qualifications of the teacher of physical education to impart this instruction.

#### PUBLIC HEALTH.

**Collier, Mrs. John.** Clinic maintains child health theatre. Nation's health, 5 : 185-88, March 1923.

Describes the health theatre established by the University of California. Illustrated.

#### MENTAL HYGIENE.

**Miller, H. Crichton.** Psychoanalysis and the school. Mental hygiene, 7 : 32-42, January 1923.

#### PHYSICAL TRAINING.

**Connecticut. State board of education.** A manual of physical education for elementary grades. State board of education, Hartford, Conn., 1922. Approved by the state board of education, Dec. 6, 1922. [Hartford, Conn., The Case, Lockwood & Brainard co., 1922] 3 p. l., 5-347 p. plates, illus., music. 8°.

**Hetherington, Clark W.** School program in physical education. Prepared as a subcommittee report to the Commission on revision of elementary education, National education association. Yonkers-on-Hudson, N. Y., World book company, 1922. xi, 132 p. 12°.

This report begins with a concise review of the rise of physical education in the public schools, proceeds to a critical analysis of the attempts that have been made to adapt European methods of physical education to American schools, and then passes to a constructive scientific presentation of the problems, objectives, and principles involved in the organization of a school program.

**Thomas, Leah C. and Goldthwait, Joel E.** Body mechanics and health. Boston, New York [etc.] Houghton Mifflin company [1922] 112 p. front., illus. 12°.

This manual outlines for the physical education of children in schools a type of work designed to develop an efficient body by training in habits of good posture, and by teaching the fundamental principles of correct use of the body at work or at play.

### PLAY AND RECREATION.

**Great Britain. Board of education.** Notes on camping. London, H. M. Stationery office, 1923. 74 p. plates. 12°. (Educational pamphlets, no. 39)

**Playground and recreation association of America.** Year-book. New York, Playground and recreation association of America, 1923. *In* The playground, 16: 585-624, March 1923.

Contains: Reports from 506 cities; list of officers of recreation commissions, boards, associations and committees; playground and recreation center statistics for 1922.

### SOCIAL ASPECTS OF EDUCATION.

**Boas, Franz.** The growth of children as influenced by environmental and heredity conditions. *School and society*, 17: 305-8, March 17, 1923.

Comparison is made of Hebrew and American children, and summarized as follows: 1, it is not possible to establish a physiological age by observing a single feature only; 2, the differences between growth curves of different European types are small but evident; 3, probably each racial type has its own growth curve.

**Harap, Henry.** Social objectives of education in a democracy. *Education*, 43: 325-41, February 1923.

Writer says that school activities must be carefully examined in the light of social criteria. He endeavors to analyze the social elements of life and to restate them as educational objectives.

**Hayes, Edward C.** The contribution of sociology to secondary education. *American journal of sociology*, 28: 419-35, January 1923.

Work of the joint commission on social studies in the public schools, appointed in 1921 by six learned societies in the United States. Gives opinions of 28 sociologists on the specific contribution of sociology to secondary education.

**Jenkins, Emma F.** The socialized program. *Journal of education*, 97: 94-98, January 25, 1923.

Concerns motivation, the problem, the project, etc. carried on through the means of the socialized program.

**Pratt, Anna B.** Social work in the first grade of a public school. *American journal of sociology*, 28: 436-42, January 1923.

"Method and results of a survey covering a period of two years in the kindergarten and first grade of the Shipper school annex of the Northwest public school, Philadelphia."

**Sangren, Paul V.** Social rating of best and poorest high-school students. *Journal of educational psychology*, 193:209-14, April 1923.

Study based on investigation conducted in Zeeland, Mich., high school. Concludes that scholarship of high-school students is determined by the student's methods of work, application, industry and attitude toward work, and ability to assimilate new ideas as much as by intelligence.

**Smith, Walter B.** Present status and immediate future of educational sociology. *School and society*, 17: 421-26, April 21, 1923.

Address before the organization meeting of educational sociologists at Cleveland, Ohio, February 27, 1923. Dr. Smith was elected first president of the organization.

**Snedden, David.** Sociology, a basic science to education. *Teachers college record*, 24: 95-110, March 1923.

Address given before the meeting of the American sociological society, December 1922.

**Spencer, Anna Garlin.** The family and its members. Philadelphia and London, J. B. Lippincott company [1923] 322 p. 12°. (Lippincott's family life series, ed. by B. R. Andrews)

The theses maintained in this book are first, that the monogamic, private family is a priceless inheritance from the past and should be preserved; second, that in order to preserve it, many of its inherited customs and mechanisms must be modified to suit new social demands; and third, that present day experimentation and idealistic effort already indicate certain tendencies of change in the family order which promise needed adjustment to ends of highest social value. The two concluding chapters deal with the family and the school, and "the father and the mother state."

## MORAL EDUCATION.

**Champlin, Carroll D.** A philosophy of moral education for students, teachers and parents. *Education*, 43: 393-405, March 1923.

Outlines ten points in an attitude and policy of moral education.

**Lake, Charles H.** The stabilizing factor in education. *School and society*, 17: 337-43, March 31, 1923.

"Educating for character as the stabilizing factor in education and creative thinking power as the force which will maintain it."

Presented before the Department of superintendence, National education association, February 1921.

**McGregor, A. Laura.** A concrete problem in school morals. *Education*, 43: 310-15, January 1923.

## RELIGIOUS AND CHURCH EDUCATION.

**Blackhurst, J. Herbert.** A plea against the Bible in the schools. *Education* 43: 381-85, February 1923.

**Brown, Arlo Ayres.** A history of religious education in recent times. New York, Cincinnati, The Abingdon press [1923] 282 p. 12°. (The Abingdon religious education texts. D. G. Downey, general editor)

After a brief outline of the historical background, the main part of the book describes the course of development of religious education in the Protestant churches of America from colonial times to the present.

**Fitch, Albert P.** Does our education need the spirit of religion? *Harvard alumni bulletin*, 25: 744-52, March 22, 1923.

**Franciscan educational conference.** Report of the fourth annual meeting, Herman, Pennsylvania, June 30, July 1, 2, 1922. Herman, Butler co., Pa., Pub. by the Conference [1922] 167 p. front. 8°. (Felix M. Kirsch, secretary, Herman, Pa.)

**Ledlow, W. F. and Pittenger, B. F.** Status of the Bible in public schools. *Educational administration and supervision*, 9: 114-19, January 1923.

**Magill, Hugh A.** The present challenge to an advance in religious education. *Federal council bulletin*, 6: 28, December 1922-January 1923.

Author says that "whatever a people would have in the life of, the nation they must put into their educational system."

**O'Hara, Edwin V.** The school question in Oregon. *Catholic world*, 116: 482-90, January 1923.

**Richey, J. A. M.** The solution of the school question. *America*, 28: 320-22, January 20, 1923.

**Ryan, John A.** Religious education in the United States. *America*, 28: 341-42, January 27, 1923.

**Slattery, Margaret.** Discovering God through the Bible. *Church school*, 4: 201-3, 238, February 1923.

"The Bible can be to every soul who will use it a blazed trail to God."

## MANUAL AND VOCATIONAL TRAINING.

**Baxter, Leon H.** Toycraft. Milwaukee, Wis., The Bruce publishing company [1922] 132 p. illus. 12°.

This manual furnishes definite instructions for the making of toys for boys and girls by the children themselves. The author is director of manual training in the public schools of St. Johnsbury, Vt.

**Davis, Carl Dewitt.** A study of the school for apprentices of the Lakeside press. Chicago, R. R. Donnelley & sons company, 1922. 119 p. illus., forms, diagrs. 4°.

Thesis (A. M.)—University of Chicago, 1921.

A study in industrial education giving in concise form the important facts regarding the training department of the Lakeside press, Chicago.

**King, Charles A.** Relation of the manual arts to vocational efficiency. Educational review, 65: 163-73, March 1923.

**Kratz, John A.** National program of vocational rehabilitation. Nation's health, 4: 741-44, December 1922.

Work of the Federal board for vocational education. Illustrated.

— Vocational rehabilitation. Southern workman, 52: 186-92, April 1923.

**Link, Henry C.** Education and industry. New York, The Macmillan company, 1923. xv, 265 p. 8°.

**McMurry, Oscar L., Eggers, George W. and McMurry, Charles A.** Teaching of industrial arts in the elementary school. New York, The Macmillan company, 1923. vii, 357 p. illus. 8°.

This is a school plan for the industrial arts worked out in combination by the authors through a series of years. The articulation in a vital way of the problems of designing with those of construction is one of the distinctive features. Two principal phases of construction—woodwork and bookmaking—are elaborated in the treatment of the subject.

**Minnesota. State board for vocational education.** Plans for vocational education in Minnesota for the years 1922-26, under the provisions of the Federal law known as the Smith-Hughes act. Adopted by the State board for vocational education, August 1, 1922. Approved by the Federal board for vocational education, October 24, 1922. [St. Paul, 1922] 65 p. 8°.

**Richards, Charles B.** Art in industry; being the report of an industrial art survey conducted under the auspices of the National society for vocational education and the Department of education of the State of New York. New York, The Macmillan company, 1922. 499 p. 8°.

This report aims to present a picture of actual conditions relating to the practice of applied design in the United States, to the end that intelligent measures for its improvement may be developed.

**Smith, Faith E., comp.** A selected list of books, pamphlets, and magazine articles on part-time education. cover-title, 5-28 p. 12°. (University of the state of New York bulletin, no. 746, Nov. 15, 1921)

New York state library. Bibliography bulletin 71.

**Turner, Jennie McM.** The field of part-time education. Kentucky high school quarterly, 8: 10-19, 1923.

Has special reference to part-time education in Wisconsin.

### VOCATIONAL GUIDANCE.

**Brewer, John M.** Is scientific vocational guidance possible? School and society, 17: 262-66, March 10, 1923.

**Baton, T. H.** Teaching for the sake of vocational choice in rural communities. School review, 31: 191-203, March 1923.

Argues that the present "vocational guidance test" has no place in a democratic scheme of teaching for vocational choice. Suggests a plan for the development of the prevocational function.

**Fibbey, E. T.** Some preschool and elementary-school contributions to later employment adjustment. Elementary school journal, 23: 428-35, February 1923.

Study based on investigations conducted by the National committee for mental hygiene, which furnish much scientific data on the continuity of adjustment problems as they appear in the home, school, business, industry, and social life.

**Linehan, William F.** Vocational guidance as part of the high-school program. Education, 43: 486-96, April 1923.

Advocates the value of such guidance. Says that placement bureaus of the public schools should all be a part of a central bureau to which the majority of the city's business interest would turn.

**Pruette, Lorine, and Fryer, Douglas.** Affective factors in vocational maladjustment. Mental hygiene, 7: 102-13, January 1923.

The writer says: "When the emotional level has been depressed from any cause, there remains but a short step toward loss of interest in the job, discouragement as to advancement," etc. Cites cases.

**Rynearson, Edward.** Essentials of a high-school vocational guidance program. School and society, 17: 10-17, January 6, 1923.

## WORKERS' EDUCATION.

**Boone, Gladys.** The first International workers' conference. Educational review, 65: 146-48, March 1923.

The conference was held in Antwerp, Belgium, August 15-17, 1922; thirty delegates representing eleven countries and twenty-five organizations carrying on workers' education were present.

**Household, H. W.** The right education for the worker's child. Nineteenth century, 93: 8-15, January 1923.

Conditions in England described.

**Kennedy, Donald D.** Educational departments of corporations in the Pittsburgh district. Pedagogical seminary, 29: 363-82, December 1922.

Describes the growth and activities of corporation schools, particularly those included in the Pittsburgh district.

**Trade union colleges.** School and society, 17: 124, February 3, 1923.

"A general appeal will be made to all members of labor unions to join under the leadership of the Workers' Education bureau to establish trade union colleges and workers' study classes."

## AGRICULTURE.

**Lane, Charles H.** Vocational education in agriculture. Southern workman, 52: 124-31, March 1923.

Discusses the meaning and purposes of the Federal vocational education act, known as the Smith-Hughes act.

**U. S. Federal board for vocational education.** Rooms and equipment for the teaching of vocational agriculture in secondary schools. February, 1923. Washington, Government printing office, 1923. v, 30 p. incl. plans. plate. 8°. (Bulletin no. 81. Agricultural series no. 12)

"Prepared by W. F. Stewart."

**Wheeler, H. J.** Some fundamentals of agricultural education. School and society, 17: 141-48, February 10, 1923.

A review of the present methods of teaching agriculture and a constructive criticism of them.

## HOME ECONOMICS.

**Baylor, Adelaide C.** Vocational education in home economics. Southern workman, 52: 132-37, March 1923.

Emphasizes home-economics work among colored population in Southern states.

**Bonser, Frederick G.** The purpose of home economics teacher-training curriculum. Teachers college record, 24: 37-48, January 1923.

Two kinds of purposes, or courses, are considered, general and vocational, with discussion of the content of the courses.

**Bowman, Leona F.** A study in organization of food and clothing courses in high-school home economics. School review, 31: 54-66, January 1923.

**Denny, Grace G.** Fabrics and how to know them; definitions of fabrics, practical textile tests, classification of fabrics. Philadelphia and London, J. B. Lippincott company [1923] 146 p. illus. 16°.

"Books of reference on textile fabrics." p. 14 5-96.

**U. S. Federal board for vocational education.** A study of home-economics education in teacher-training institutions for negroes. February, 1923. Issued by the Federal board for vocational education, Washington, D. C. Washington, Government printing office, 1923. vii, 124 p. illus. 8°. (Bulletin no. 79. Home economics series no. 7)

## COMMERCIAL EDUCATION.

**A business man's relation to education.** Journal of education, 97: 207-10, February 22, 1923.

An interview with Julius H. Barnes as reported by R. C. Feld for "Trained men."

**Crawford, C. C.** Redirecting commercial education in our public schools. *Education*, 43 : 272-79, January 1923.

Says the commercial course should be a group elective in the senior high school, and only those subjects which are listed with the social studies,—history, civics, and probably geography and economics—would be among the required subjects for commercial students.

**Hoke, Elmer Rhodes.** The measurement of achievement in shorthand. Baltimore, The Johns Hopkins press, 1922. vii, 118 p. tables, diagrs., fold. charts. (The Johns Hopkins university. Studies in education, ed. by E. F. Buchner, no. 6).

The purpose of this investigation is to construct tests for Gregg shorthand which will be free from the objections to the traditional type of examination, and at the same time accomplish other desirable results.

**Hoke, Roy Edward.** The improvement of speed and accuracy in typewriting. Baltimore, The Johns Hopkins press, 1922. 41 [1] p. incl. tables, diagrs. 8°. (The Johns Hopkins university studies in education no. 7)

**Kennard, Beulah Elfreth.** The educational director in the retail store. 2d ed. New York, The Ronald press company, 1923. xiii, 219 p. front., plates. 12°.

## PROFESSIONAL EDUCATION.

### LAW.

**Butler, Nicholas M.** Preliminary education for lawyers. *American law school review*, 5 : 13-16, November 1922.

Address delivered at meeting of the American bar association, San Francisco, Cal., August 1922.

**Hall, James P.** Some observations on the law school curriculum. *American law school review*, 5 : 61-66, March 1923.

Given before the Association of American law schools, December 1922.

### MEDICINE.

**Clarke, William C.** Analysis of methods of modern medical education. *Journal of the American medical association*, 80 : 1195-1200, April 28, 1923.

**Cutler, Elliott C.** University careers in medicine and surgery. *Science*, n. s. 57 : 311-14, March 16, 1923.

**Haythorn, Samuel B.** The problem of preventive medicine in practice and in medical education. *Journal of the American medical association*, 80 : 885-90, March 31, 1923.

Discusses among other matters child hygiene; preparation of medical health officers; establishing schools of public health; preventive medicine in the curriculum of medical colleges, etc.

**Witherspoon, J. A.** Medical education, past and present. *Journal of the American medical association*, 80 : 1191-94, April 28, 1923.

Discusses standardization of medical schools; defects in new system of teaching; objections to the employment of full-time teachers, etc.

### NURSING.

**National league of nursing education.** Proceedings of the twenty-eighth annual convention . . . held at Seattle, Wash., June 26-July 1, 1922. Baltimore, Williams & Wilkins, 1923. 376 p. 8°. (Martha M. Russell, secretary, 317 West 45th St., New York, N. Y.)

Contains: 1. Mary G Joy: Faculty and student cooperation under student government, p. 144-51. 2. Nellie Hawkins: How can we improve our laboratory methods of teaching? p. 187-94. 3. Helen Stewart: Library as a means of teaching, p. 202-9. 4. R. O. Beard: The educated spirit of the nurse, p. 230-31. 5. Ethel Jones: Administration of schools of nursing, p. 255-65. 6. Edith S. Bryan: How can the education of the nurse be directed towards preventive work and health promotion? p. 292-304.

**Beard, Richard O.** The report of the Rockefeller foundation on nursing education; a review and a critique. *American journal of nursing*, 23 : 358-65, 460-66, February-March, 1923.

To be continued.



**Committee for the study of nursing education.** Nursing and nursing education in the United States. Report of the Committee for the study of nursing education, and report of a survey by Josephine Goldmark, secretary. New York, The Macmillan company, 1923. xvii, 585 p. diagrs., tables, forms. 8°.

Most of this volume is taken up by the report of a survey of nursing and nursing education, by the secretary of the committee. The report is comprehensive, covering the functions of the nurse, both public and private, and the training of the nurse in hospital schools, in subsidiary nursing groups, in university schools of nursing, and in post graduate and other nursing courses.

**Power, Mary S.** Clinical teaching in schools of nursing. *American journal of nursing*, 23 : 383-89, February 1923.

Contents that clinical teaching has been pushed aside for the more theoretical courses. Emphasizes the importance of such instruction.

**Read, Charles F.** Nurses' training schools in state hospitals, together with some remarks concerning curricula. *Mental hygiene*, 7 : 127-36, January 1923.

Emphasizes conditions in Illinois. Presents a number of important points concerning curricula.

**Snedden, David.** Principles effective in vocational education applied to nursing education. *American journal of nursing*, 23 : 313-21, January 1923.

### CIVIC EDUCATION.

**Brooks, Fowler D.** Education for citizenship in France. *Educational review*, 65 : 307-12, May 1923.

Gives an historical presentation of the subject, followed by methods of instruction in civic-moral education.

**Smith, C. Alphonso, ed.** Essays on current themes. Boston, New York [etc.] Ginn and company [1923] vi, 467 p. 8°.

This collection of essays has a two-fold purpose; first, to widen the student's range of interests; and second, to furnish him with up-to-date material for speaking and writing. The essays included are divided into six groups, one of which is entitled "Education and ethics." All material comprised in the book is appropriate for use in training for intelligent and progressive citizenship.

### AMERICANIZATION.

**Hill, Robert T.** The training of teachers for elementary adult immigrant education. *Educational administration and supervision*, 9 : 173-78, March 1923.

The demand for trained persons for evening and extension work exceeds the supply, and rates of pay for such teaching are increasing.

**Sisson, Edward O.** Textbooks of Americanism. *Educational review*, 65 : 88-92, February 1923.

Emphasizes the necessity of text-books on the rôle which the United States has played in the affairs of the world at large; and problems of social and economic justice and welfare, etc.

### MILITARY EDUCATION.

**Cleveland. Chamber of commerce. Military committee.** National defense; the boys' duty. Report of the Military committee, The Cleveland chamber of commerce. Approved by the Board of directors, July 12, 1922. [Cleveland, 1922] 18 p. 8°.

**Colby, Elbridge.** Army experiments in examinations. *Educational review*, 65 : 7-9, January 1923.

**Hoke, George W.** The liberal component in army training. *Educational review*, 65 : 108-111, February 1923.

Says that in army training attention is focused upon the instruction of men rather than upon the teaching of subjects. The test of the training is what the men can and will do.

**Jones, Robinson G.** Military training in the high schools. *Educational review*, 65 : 241-42, April 1923.

Says that military training should become a definite part of our high school curriculum under the direct management of competent instructors.

**U. S. War department.** Special report of the Secretary of war to the President on the Conference on training for citizenship and national defense, 1922. Washington, Government printing office, 1923, iv, 36 p. 8°.

This conference, held at the War department in Washington, November 16-18, 1922, was called to consider how federal and nonfederal agencies can cooperate to realize more fully the provisions of the national defense act, as amended June 4, 1920.

### EDUCATION OF WOMEN.

**Goodsell, Willystine.** The education of women; its social background and its problems. New York, The Macmillan company, 1923. xii, 378 p. 8°. (Text-book series, ed. by P. Monroe)

### NEGRO EDUCATION.

**Brock, George D.** A study of the physical condition and comparative development of the colored women teachers of West Virginia. Institute, W. Va., The West Virginia collegiate institute, 1922. 11 p. fold table. 8°. (The West Virginia collegiate institute bulletin, ser. 9, no. 3. September, 1922.)

**Quigley, Thomas H.** Vocational education in industries. Southern workman, 52: 138-42, March 1923.

Discusses the problem of establishing industrial education for colored youth by the State authorities, in cooperation with the Federal board for vocational education.

### INDIAN EDUCATION.

**LaBella, Louise Barnes.** The American Indian; his progress and his needs. Education, 43: 416-21, March 1923.

### EDUCATION OF DEAF.

**American schools for the deaf.** American annals of the deaf, 68: 13-85, January 1923.

Tabulates methods of instruction in American schools for the deaf; list of schools and instructors in the United States.

**Howe, Alice G.** The hard of hearing child in the public schools of Rochester, N. Y. Volta review, 25: 40-43, January 1923.

**Kinsie, Cora E.** The Kinzie method of instruction in speech reading. Volta review, 25: 66-68, February 1923.

Describes the normal course in speech reading as given in Philadelphia.

### EXCEPTIONAL CHILDREN.

**Doll, Edgar A.** New thoughts about the feeble-minded. Journal of the New York state teachers' association, 9: 262-70, January 1923.

**Farrell, Elizabeth E.** The unclassified child. Ungraded, 8: 97-104, February 1923.

Schools must be reorganized so that the right educational opportunity be provided for children to develop the characteristics successful living requires.

**Johnson, O. J.** Teachers' judgments of qualities of gifted pupils as related to classroom activities. School and society, 17: 466-69, April 23, 1923.

Discusses the satisfactory results obtained in special classes for gifted pupils, in St. Paul.

**Kennedy, Elizabeth V.** Dayton's achievement in special education. School progress, 1: [3-4] February 23, 1923.

Discussion of the work of Dr. J. E. W. Wallin, director of the Bureau of special education of Miami university, in cooperation with the work of public school system of Dayton, Ohio.

**Kern, Mary R.** Report on corrective treatment of a group of monotones. Elementary school journal, 23: 283-95, December 1922.

In a former article the writer discussed the characteristics of children who are monotones, the steps necessary to segregate them, and the special instruction needed to correct them. The present paper describes in detail the corrective exercises used.

**Scripture, May K. and Kittredge, Winifred B.** An attempt to determine another etiological factor of stuttering through objective measurement. *Journal of educational psychology*, 14: 162-73, March 1923.

**Town, Clara H.** The superior child in our schools. *Educational review*, 65: 17-21, January 1923.

Reviews the different experiments that have been made with superior groups. *Methods of dealing with gifted children.*

#### EDUCATIONAL EXTENSION.

**Kolbe, Parke B.** Evening courses in public urban institutions. *School and society*, 17: 174-79, February 17, 1923.

Suggestions given for the successful administration and conduct of evening classes.

**Krause, Carl A. and Hoffman, Alfred L.** The organization and administration of a city vacation high school. [New York, C. Scribner's sons] 1923. 32 p. 12°.

The school described is the Brooklyn, N. Y., Vacation high school.

#### LIBRARIES AND READING.

**Atteridge, A. Hilliard.** The new library of Louvain. *America*, 29: 83-85, May 12, 1923.

The building is the gift of the American people to the University of Louvain, Belgium, to replace the destruction of the library by the Germans during the World war. Gifts of special collections of books and manuscripts are being made by many friendly governments.

**Glenn, Earl B. and Eaton, Anne T.** The relation of the high school library to the teaching of chemistry. *Library journal*, 48: 415-18, May 1, 1923.

Gives a list of topics in chemistry for special reports, with brief instruction on how to make a bibliography or reference list.

**James, M. Elizabeth.** Use of classroom libraries to stimulate interest and speed in reading. *Elementary school journal*, 23: 601-8, April 1923.

Gives list of books suitable for pupils of grades 2 & 3.

#### BUREAU OF EDUCATION: RECENT PUBLICATIONS.

Accredited higher institutions; by George F. Zook. Washington, 1922. 106 p. 8°. (Bulletin, 1922, no. 30)

The American teacher; by Homer H. Seerley. Washington, 1923. 14 p. 8°. (Bulletin, 1922, no. 44)

Advance sheets from the Biennial Survey of Education, 1920-1922.

Analytic survey of state courses of study for rural elementary schools; by Charles M. Reinhoehl. Washington, 1923. 116 p. tables. 8°. (Bulletin, 1922, no. 42)

An annotated list of official publications on consolidation of schools and transportation of pupils; compiled by J. F. Abel. Washington, 1923. 12 p. 8°. (Rural school leaflet no. 9)

The Bible in the public schools; legal status and current practice; by William R. Hood. Washington, Government printing office, 1923. 13 p. table, map. 8°. (Bulletin, 1923, no. 14)

The child health school, conducted in the School of education of the University of Chicago during the summer of 1920; by Lydia J. Roberts. Washington, 1923. 60 p. illus. (School health studies no. 2)

Education in Czechoslovakia; by Teresa Bach. Washington, 1923. 26 p. 8°. (Bulletin, 1922, no. 39)

Education in Poland; by Teresa Bach. Washington, 1923. 21 p. 8°. (Bulletin, 1922, no. 41)

Educational boards and foundations, 1920-1922; by Henry R. Evans. Washington, 1922. 11 p. 8°. (Bulletin, 1922, no. 38)

Advance sheets from the Biennial Survey of Education, 1920-1922.

Educational directory 1922-1923. Washington, 1923. 179 p. 8°. (Bulletin 1922, no. 50)

- Essential features of laws concerning transportation of pupils;** by Edith A. Lathrop. Washington, 1922. 7 p. 8°. (Rural school leaflet no. 8)
- First national conference on the work-study-play or platoon plan;** by Alice Barrows. Washington, 1922. 16 p. 8°. (Bulletin, 1922, no. 35)
- Government publications of interest to home economics teachers and students.** Washington, 1923. 16 p. 8°. (Home economics circular no. 5)
- Higher institutions in which home economics is taught.** Washington, 1923. 15 p. 8°. (Home economics circular no. 17)
- Home economics education;** by Henrietta W. Calvin. Washington, Government printing office, 1923. 19 p. 8°. (Bulletin, 1923, no. 6)  
Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.
- How the kindergarten makes Americans;** by Earl Barnes. Washington, 1923. 6 p. illus. 8°. (Kindergarten circular no. 9)
- Kindergarten education;** by Julia Wade Abbot. Washington, 1923. 13 p. 8°. (Bulletin, 1922, no. 40)  
Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.
- Kindergartens past and present;** by Julia Wade Abbot. Washington, 1923. 5 p. illus. (Kindergarten circular no. 11)
- Length of school sessions in grades one and two.** Washington, 1923. 3 p. (City school leaflet no. 6)
- Measuring the student's progress in shopwork;** report of a conference of supervisors of instruction in shopwork and drafting in the public schools, called by the United States Commissioner of Education, and held at Rochester, N. Y., Wednesday, April 5, 1922; by William T. Bawden. 8 p. 8°. (Industrial education circular no. 14)
- Objectives in elementary rural school agriculture;** by E. E. Windes. Washington, 1923. 18 p. 8°. (Rural school leaflet no. 11, March 1923)
- The organization of the one-teacher school;** by Edith A. Lathrop. Washington, 1923. 12 p. 8°. (Rural school leaflet no. 10)
- Parent-teacher associations; how home and school work together;** by Walton S. Bittner and Ellen C. Lombard. Washington, 1923. 10 p. (Home education circular no. 3)
- Per capita costs in city schools.** Washington, 1923. 4 p. 8°. (Statistical circular no. 1)
- Per cent of municipal funds devoted to schools (1920, 1921).** Washington, 1922. 3 p. 8°. (City school leaflet no. 4)
- Preparation of school grounds for play fields and athletic events;** by Dorothy Hutchinson. Washington, 1923. 17 p. 8°. (Physical education series no. 1)
- Public school supervision of employed boys and girls: report of a conference of specialists in industrial education, called by the United States Commissioner of Education, and held at Milwaukee, Wis., Wednesday, January 11, 1922;** by William T. Bawden. Washington, 1922. 11 p. 8°. (Industrial education circular no. 13)
- The public school system of Arkansas; report of a survey made under the direction of the United States Commissioner of education at the request of the Arkansas State educational commission. Part I. Digest of general report.** Washington, 1923. 79 p. 8°. (Bulletin, 1923, no. 10)
- Recent development of parent-teacher associations;** by Ellen C. Lombard. Washington, 1923. 14 p. 8°. (Bulletin, 1923, no. 5)  
Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.
- Report of a survey of the University of Arizona.** Washington, 1923. 88 p. tables. 8°. (Bulletin, 1922, no. 36)

- Report of the first commercial education dinner conference, held under the auspices of the United States Bureau of Education and the Eastern commercial teachers' association, Trenton, N. J., April 13, 1922; prepared by Glen Levin Swiggott. Washington, 1923. 16 p. 8°. (Commercial education leaflet no. 3)
- Research bureaus in city school systems; by W. S. Deffenbaugh. Washington, 1923. 23 p. 8°. (City school leaflet no. 5)
- A school building program for Washington, North Carolina; by Alice Barrows. Washington, 1923. 20 p. 8°. (Bulletin, 1923, no. 2)
- Secondary education in 1921 and 1922; by W. S. Deffenbaugh. Washington, 1923. 30 p. 8°. (Bulletin, 1923, no. 12)
- Significant movements in city school systems; by W. S. Deffenbaugh. Washington, Government printing office, 1923. 28 p. 8°. (Bulletin, 1923, no. 8)  
Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.
- Some experiments in preschool education; by Nina C. Vandewalker. Washington, 1923. 4 p. 8°. (Kindergarten circular no. 10)
- Some important school legislation, 1921 and 1922; by William R. Hood. Washington, 1923. 27 p. 8°. (Bulletin, 1922, no. 43)  
Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.
- Some industrial art schools of Europe and their lessons for the United States. Extracts from the studies made for the French government by Marius Vachon. Washington, Government printing office, 1923. 59 p. 8°. (Bulletin, 1922, no. 48)
- Statistics of land-grant colleges, year ended June 30, 1921; by L. E. Blanch. Washington, 1923. 67 p. 8°. (Bulletin, 1922, no. 34)
- Statistics of public high schools 1919-1920. Washington, 1923. 41 p. 8°. (Bulletin, 1922, no. 37)  
Advance sheets from the Biennial Survey of Education in the United States, 1918-1920.
- Status of certain social studies in high schools; by Harry H. Moore. Washington, 1923. 21 p. 8°. tables. (Bulletin, 1922, no. 45)
- Studies about occupations in public schools: report of a conference of specialists in industrial education, called by the United States Commissioner of education, and held at Detroit, Mich., Wednesday, November 29, 1922; by William T. Bawden. Washington, 1922. 34 p. 8°. (Industrial education circular no. 16)
- Supervision of one-teacher schools; by Maud C. Newbury. Washington, Government printing office, 1923. 55 p. 8°. (Bulletin, 1923, no. 9)







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DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

BULLETIN, 1923, No. 54



RECORD  
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**Contents.**—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Psychological tests—Educational tests and measurements—Educational research—Special methods of instruction—Special subjects of curriculum—Elementary education—Rural education—Secondary education—Junior high schools—Teacher training—Teachers' salaries and professional status—Higher education—Federal government and education—School administration—School management—School buildings and grounds—School hygiene and sanitation—Public health—Mental hygiene—Physical training—Play and recreation—Social aspects of education—Parent-teacher associations—Child welfare—Moral education—Religious and church education—Manual and vocational training—Vocational guidance—Workers' education—Agriculture—Home economics—Commercial education—Professional education—Civic education—Americanisation—Military education—Education of women—Negro education—Indian education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education; Recent publications.

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## NOTE.

From time to time a classified and annotated record is issued, in bulletin form, of current educational publications received by the library of the Bureau of Education to a certain specified date. The present list continues the record to October 15, 1923, immediately following Bulletin, 1923, no. 32, which comprised publications received by the Bureau of Education to May 1, 1923.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

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## EDUCATIONAL HISTORY AND BIOGRAPHY.

**Hall, G. Stanley.** Life and confessions of a psychologist. New York, London, D. Appleton & co., 1923. ix, 623 p. front. (port.) plates. 8°.

Here is given Doctor Hall's own story of a long life devoted to activities in psychology and education. To a large extent, this autobiography is a record of the intellectual life of the past half century and more.

**Perry, Carroll.** A professor of life; a sketch of Arthur Latham Perry of Williams college. Boston and New York, Houghton Mifflin company, 1923. 5 p. l., 112 [1] p. 12°.

**Taylor, E. J.** Pioneers of education in North Dakota. Quarterly journal of the University of North Dakota, 13: 422-36, July 1923.

**Wells, H. G.** The great discovery: Sanderson and the new spirit in education. New republic, 36: 199-201, October 17, 1923.

Describes the work of Sanderson at the Oundle school in England.  
To be continued.

**Williams, L. A.** Some neglected factors affecting early secondary education in the United States. *High school journal*, 6: 155-58, October 1923.

To be continued.

**Winship, Albert E.** Fifty years of education. *Journal of education*, 97: 595-602 May 31, 1923. illus.

"The unification and extension of the addresses given before the Department of Superintendence ... Cleveland, 1920, and the one at Iowa City, April 26, 1923..."

### CURRENT EDUCATIONAL CONDITIONS.

#### GENERAL AND UNITED STATES.

The American school program. From the standpoint of the Nation: Ellwood P. Cubberley. From the standpoint of the State: Thomas E. Finegan. From the standpoint of the City: William L. Ettinger. *School and society*, 18: 121-40, August 4, 1923.

Papers presented at the general session of the National education association, San Francisco, July 3, 1923. Professor Cubberley supplid the place of Dr. John J. Tigert, U. S. Commissioner of education, who was unable to attend.

**Briggs, Thomas H.** Our common obligations. *Alabama school journal*, 40: 3-4, 10-11, June 1923.

Discussion of our public school system delivered before the Alabama education association, April 5, 1923.

**Brigham, Carl C.** A study of American intelligence. Princeton, Princeton university press, 1923. xxv, 210 p. tables. diagrs. 8°.

Taking the data relative to intelligence and nativity first published in the official report of psychological examining in the United States Army, Mr. Brigham analyzes and interprets them to bring out the relations of intelligence in our population to nativity and length of residence in the United States.

**Burk, Frederic.** Is education equal to the task? *Survey*, 50: 541-43, August 15, 1923.

Discusses the meeting of the World's Conference on education, held in conjunction with the N. E. A., at Oakland, Calif., July 1923, and the launching of the World federation of educational associations.

**Finegan, Thomas E.** The American school program from the standpoint of the state. *American education*, 27: 18-24, September 1923.

Delivered before the National education association, July, 1923.

**Fitzpatrick, Edward A.** Education's desperately human problem: the story of Wisconsin's struggle against inertia and machine-made schools. *Survey*, 50: 564-69, 593-94, September 1923.

Contends that education in a democracy must be "a general interest of all, not an esoteric interest of educators."

**Foster, William Trufant.** The morale of the school. *Atlantic monthly*, 131: 772-78, June 1923.

**Hansen, M. P.** Report on systems of accrediting schools in the United States of America. [Melbourne, Minister of public instruction, 1923.] 66 p. diagrs. (fold-forms.) 8°.

The author, who is Chief Inspector of secondary schools, Melbourne, Australia, made a personal study of his subject while in the United States recently.

**Hart, Albert B.** Moosehart education that sticks. *Outlook*, 134: 172-4, June 13, 1923.

Methods and activities of the school at Moosehart, Ill., established by the Loyal order of Moose.

**Hart, Joseph K.** A new school every week: Delaware sets the pace in educational progress. *Survey*, 50: 573-75, September 1923.

Describes the new Booker T. Washington school at Dover, Del., which serves also as a community center for the Negroes all over the State.

**Horton, Rouchen.** A brief study of illiteracy in the United States. Peabody journal of education, 1: 108-14, September 1923. diags.

**Institute of international education.** Fellowships and scholarships offered to American students for study in foreign countries and to foreign students for study in the United States. New York [Institute of international education] 1923. 60 p. 8°. (Bulletin, Fourth series, no. 4.)

The compilation, according to the Foreword, does not claim to be an exhaustive one, but is at least a beginning, and a much needed one, in a field that had revealed no definite information on the subject.

**Kandel, I. L.** The International institute of Teachers college. Teachers college record, 24: 366-73, September 1923.

**Laura Spelman Rockefeller memorial.** Report of the Laura Spelman Rockefeller memorial. New York, 1923. 19 p. tables. 8°.

This is the first published report of the memorial, covering the period from October, 1918, to December 31, 1922. It is reviewed in school and society, 18: 189-70, August 11, 1923.

**The literacy test of New York State.** School and society, 18: 196-97, August 18, 1923, Gives a typical examination for the new voter.

**McCracken, Charles C.** Logan county and Bellefontaine, Ohio, school survey, 1923. Columbus, O., The F. J. Heer printing company, 1923. 66 p. incl. tables, diags. 8°.

**Moley, Raymond.** The Cleveland survey—net. Survey, 50: 229-31, May 15, 1923.

Recites the measurable progress in public education, recreation, etc., of the survey made by the Cleveland foundation.

— A review of the surveys of the Cleveland foundation. [Cleveland] The Cleveland foundation [1923] ix, 43p. 8°.

**Morrison, Henry Clinton.** The readjustment of our fundamental schools. School review, 31: 493-510, September 1923.

**Odell, Joseph H.** The development of Delaware. [Wilmington, 1923] cover-title, 81p. incl. plates. 8°.

Report to the annual meeting of the Service citizens of Delaware, May 4, 1923.

**Oregon's educational standing.** News-item, 5: 1, 4, July-August 1923.

A statement of the real situation as to rank of the state, and explanation of the rating given by the Russell Sage foundation.

**Ryan, W. Carson, jr.** Dr. Pritchett and the cost of education. Journal of the National education association, 12: 195-96, May 1923.

A criticism of the section on "The rising cost of education" in Dr. Pritchett's Annual report of the President of the Carnegie foundation, and a refutation of the same.

#### FOREIGN COUNTRIES.

**Adams, John.** Suspended animation in English education. School and society, 18: 151-54, August 11, 1923.

Address before the National council of education, San Francisco, July 2, 1923.

**Alt, Harold L.** On the other side of the globe. A description of the new American school project in Shanghai, China. illus. plans.

A description of the American school for the education of the children of American missionaries residing in China, and attendance limited to sons and daughters of missionaries and business men located in the Far East.

**Anguita, Felipe.** The Institutó pedagógico of Chile. Inter-America, 6: 374-76, August 1923.

"A description of one of the most comprehensive and thorough schools of education of America... not only in training Chilean professors and teachers, but also those of many of the other American countries."—The editor.

**Bebb, F. G. Montfort.** The universities of Central Europe. Contemporary review, 123: 767-76, June 1923.

Discusses conditions in the universities of Austria, Hungary, Czecho-Slovakia, and Poland.

**Coffin, Robert P. T.** The paradox of Oxford. Forum, 70: 2003-9, October 1923.

In praise of the life at Oxford university. "It is," says the writer, "a university that teaches life, the life each undergraduate is going to live."

**Crosby, Laurence A. and Aydelotte, Frank.** Oxford of today; a manual for prospective Rhodes scholars. Ed. for the Alumni association of American Rhodes scholars. New York, Oxford university press, 1923. xii, [1], 288p. front. illus. 12°.

**Dejenhart, Jean.** Reforms in the curriculum of German schools. Journal of education and School world (London) 55: 514-16, August 1923.

The writer says that the reforms in education are all animated by the principle of democratization.

**Formosan education association.** Modern Formosa, with special reference to education. [Formosa, Published by the Formosan education association, 1923] 32 p. 8°.

"The Education society of Formosa is an organization established for the purpose of promoting the educational development of Formosa . . ."

**Kennedy, W. P. M., ed.** Social and economic conditions in the Dominion of Canada. Philadelphia, The American academy of political and social science, 1923. vi, 367p. (Annals of the American academy of political and social science. vol. CVII, May 1923)

Contains: Pt. III, Education—Primary and secondary education in Canada, by S. A. Cudmore, p. 120-25.—Higher education, by G. S. Brett, p. 126-30.

**Meyer, Adolph E.** Berlin schools for gifted children. Pedagogical seminary, 30: 205-10, September 1923.

Says it is uneconomical and wasteful to educate the very bright, the ordinary, and the mediocre in one and the same class, and is pedagogically impossible.

**Nansen, Fridtjof.** Russia—1923. New republic, 34: 339-41, May 23, 1923.

A sketch of educational conditions under the soviet régime.

**Neville, H. O.** Education in the island of Cuba. Bulletin of the Pan American union, 56: 563-76, June 1923. illus.

This is an historical sketch of the development of education in Cuba.

**Nunn, T. Percy.** The education of the people. Journal of education and School world (London) 55: 661-64, October 1923.

Education as adapted to conditions in England.

**Pearson, P. H.** Germany's departures from her school traditions. School and society, 17: 513-16, May 12, 1923.

— Swedish school reforms and the Swedish medical profession. School and society, 18: 102-5, July 28, 1923.

**Puckett, H. W.** The German popular high school after three years. School and society, 18: 241-45, September 1, 1923.

The author states that the "popular high school in Germany has not yet reached its ultimate form. When it has passed through its period of probation, it will emerge as . . . an institution fitted to the needs of the German people."

**Richey, J. A. ed.** . . . Grants-in-aid to schools in British India. Calcutta, Superintendent government printing, India, 1923. 3 p. l., 116 p. 8°. (India. Bureau of education. Occasional reports, no. 12)

**Roman, Frederick William.** The new education in Europe; an account of recent fundamental changes in the educational philosophy of Great Britain, France, and Germany. London, G. Routledge & sons (Ltd.); New York, E. P. Dutton & co., 1923. xvi, 271 p. 8°.

The information presented in this volume was for the most part gained directly by the author during four years spent in investigating schools and educational methods in France, Germany, and England. In each of these countries there is a considerable body of men and women who have undertaken a serious and thoughtful campaign of education, which is here described and evaluated.

**Buhl, Arthur.** Education under the bolsheviks. Outlook, 134: 369-73, July 11, 1923.

Educational conditions in Russia described.

**Tang, T. Y. and Lew, T. T., eds.** Education in China; papers contributed by the members of committees of the Society for the study of international education. Peking, China, The Society for the study of international education, 1923. 4 p. l., [219] p. tables, diags. 4°.

**Thompson, Donna F.** The educational crisis in England: its effect on the elementary school. School and society, 645-51, 677-85, June 16, 23, 1923.

**Universities bureau of the British empire.** Annual conference of the universities of Great Britain & Ireland, 1923. Report of proceedings. London, Universities bureau of the British empire [1923] cover-title, 60 p. 8°.

**Webster, James B.** Christian education and the national consciousness in China. New York, E. P. Dutton & company [1923] xi p., 2 l., 323 p. 12°.

#### EDUCATIONAL THEORY AND PRACTICE.

**Bagley, William C.** Do good schools pay? Journal of the National education association, 12:211-16, June 1923.

The purpose of this paper is "to bring together the outstanding facts from several sources in an effort to determine through comparison of American commonwealths whether an investment in education actually pays dividends that can be spread on a balance sheet."

**Bruner, H. B.** What the schools do in relation to what they cost. Elementary school journal, 23: 742-50, June 1923.

Gives scheme for ascertaining what schools cost in terms of millage levy, etc. Presents plan used in school of Okmulgee, Okla.

**Caldwell, Otis W.** Types and principles of curricular development. Teachers college record, 24: 326-37, September 1923.

Delivered before the Department of Superintendence of the National education association, February, 1923.

**Colvin, Stephen S.** The source of educational objectives. School and society, 17: 505-13, May 12, 1923.

Read before the Ohio State educational conference, April 1923.

**Coolidge, Calvin.** Appreciation of teachers. Journal of education, 97: 145-49, February 8, 1923.

Address made at Reynoldsville, Pa., December 21, 1922, before the County teachers' institute and school directors' convention.

**Dewey, John.** The school as a means of developing a social consciousness and social ideals in children. Journal of social forces, 1: 513-17, September 1923.

The writer says that we need three things in our schools, viz., a program for teaching real patriotism, a program for teaching international friendship, amity, and good-will, and a program for teaching the problems of capital and labor in order to avoid class divisions and conflicts.

**Du Pont de Nemours, Pierre Samuel.** National education in the United States of America. Translated from the second French edition of 1812 and with an introduction by B. G. du Pont. Newark, Del., University of Delaware press, 1923. xxi, iv, 161 p. 8°.

**Flexner, Abraham.** A modern college and a modern school. Garden City, N. Y., Doubleday, Page & company, 1923. xviii, 142 p. 12°.

Outlines a constructive programme for modernizing the educational methods of the country, in separate papers on the school and college.

**Hamilton, Samuel.** The purpose, preparation and methods in the recitation, being a revised and reset edition of the Recitation. Philadelphia, London, [etc.] J. B. Lippincott company [1923] 238 p. 12°.

**Kilpatrick, William H.** New aims in education. World tomorrow, 6:310-12, October 1923.

———. Problems and dangers of the school and education. Journal of social forces, 1:521-26, September 1923.

The solution of the questions demands more adequate financial support, higher social recognition and esteem accorded the educator, and conditions of work allowing more initiation and personal achievement.

**Koopman, Harry Lyman.** Levels of learning. American review, 1:564-67, September-October 1923.

"The right of the individual to share in the spiritual life of the race is really the issue. This is the important item in any properly constructed program of education."—Bode.

**McAndrew, William.** American equality. World's work, 46:638-49, October 1923. illus.

The second article by this author in his investigations concerning our educational system and schools. "A national ideal sometimes ridiculed but still persisting."

———. The faith of the founders. World's work, 46:510-21, September 1923. illus.

The author, who is Associate superintendent of the Board of education, New York city, begins in this issue a series of five articles on "The success of our successors." In the above article he discusses what the pioneers expected of the schools and what the people of today require, his object being to reveal "what is right with education."

**Mirick, George A.** Progressive education. Boston, New York [etc.] Houghton Mifflin company [1923] xi, 314 p. diags. 12°.

An explanation of what the so-called "progressive movement" in education means, is given in this book, which shows how, in the light of the contributions of the modern human sciences, a teacher may use nature's ways in the schoolroom, and a parent may do likewise in the home.

**Morgan, Arthur E.** The human goal of education. Century magazine, 106:904-15, October 1923.

**A mother's letters to a schoolmaster.** With an introduction by James Harvey Robinson. New York, A. A. Knopf, 1923. xiii, 283 p. illus. col. plates, 2 fold. charts. 12°.

**Ogden, Robert Morris.** The need of some new conceptions in educational theory and practice. School and society, 18: 343-48, September 22, 1923.

Read before the annual meeting of the Harvard teachers' association, April 28, 1923.

**Pennell, Mary.** Growth in technique and class-room methods. Teachers college record, 24: 213-21, May 1923.

**Ross, W. D.** The right use of leisure as an objective of education. Educational review, 66: 71-74, September 1923.

Emphasizes the teaching of the "right use of leisure" in our schools. Stresses the importance of the social sciences in the curriculum. Music and art should have unquestioned place, not primarily as accomplishments, but as a "means and training for their employment in the leisure hours of later life."

**Snedden, David.** Gopher Prairie—A. D. 2000. School and society, 18: 211-16, August 25, 1923.

"What could and should Gopher Prairie be like in A. D. 2000."

**Snedden, David.** The real "educational determinism." *School and society*, 17: 703-6, June 30, 1923.

The author criticizes the indiscriminate prescribing of studies in advance of any knowledge of such need or obligation as found in individuals.

**Weet, H. S.** Provision by the school of more adequate means of solving the individual problems of children. *Journal of the New York state teachers' association*, 10: 160-68, June 1923.

Provision can be made when the school, in a sympathetically patient and intelligent way, uses every opportunity to study seriously the great forces that concern the physical, mental, and moral life of the child.

**Wisner, Clark.** *Man and culture.* New York, T. Y. Crowell company [1923] xi, 371 p. illus. 12°. (Crowell's social science series, ed. by Seba Eldridge)

### EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

**Baldwin, Bird T.** The relation between mental and physical growth. *Journal of educational psychology*, 13: 193-203, April 1922.

A study based on an examination of 2,500 children. Advocates making intensive consecutive studies throughout a series of years on the same individuals.

**Bennett, Henry Eastman.** *Psychology and self-development.* Boston, New York [etc.] Ginn and company [1923] viii, 296 p. illus. 12°.

The author aims to include everything which properly belongs in a thorough first course in psychology and adheres to the functional viewpoint and the physiological basis throughout.

**Gates, Arthur I.** *Psychology for students of education.* New York, The Macmillan company, 1923. xvi, 489 p. plate, illus. 8°.

**Hollingworth, Leta S.** *Special talents and defects; their significance for education.* New York, The Macmillan company, 1923. xix, 216 p. illus. 8°. (Experimental education series, ed. by M. V. O'Shea)

Discusses the general nature of ability, reviews the bases for individual differences in respect to intellectual traits, and presents what is known regarding special talents and defects as revealed in the more important subjects taught in the elementary schools.

An introduction to reflective thinking, by Columbia associates in philosophy—Lawrence Buermeyer, W. F. Cooley, J. J. Goss, H. L. Friess, James Gutmann, Thomas Munro, Houston Peterson, J. H. Randall, jr., H. W. Schneider. Boston, New York, [etc.] Houghton Mifflin company [1923] vii, 351 p. 8°.

Much of the material treated by logic in a formal and abstract way is shown in this book in a concrete and real setting which enables the reader to assimilate it to his own thinking. The work aims to impart an acquaintance with the processes of scientific thought which will enable its readers to see man and the world in a clearer, fuller light.

**Levy, David M., and Tulchin, Simon H.** The resistance of infants and children during mental tests. *Journal of experimental psychology*, 6: 304-22, August 1923.

**Lynch, Ella Frances.** *Educating the child at home.* *Child-welfare magazine*, 18: 34-37, September 1923.

The home school. Discusses delinquent parents, the power of the home, the four R's, books, and bringing up, etc.

**Mead, Arthur Raymond.** *Learning and teaching; psychological foundations of educational technique.* Philadelphia, London, Chicago, J. B. Lippincott Co. [1923] xi, 277 p. tables, diags. 12°. (Lippincott's educational guides, ed. by W. F. Russell.)

A text in practical educational psychology for use in the training of teachers. The determination of the content included and its sequence is the result of two problems continually faced by the teacher—first, How do my pupils learn, second, What may I do to increase their efficiency as learners?

**Peterson, Joseph.** The comparative abilities of white and negro children. Baltimore, Williams & Wilkins company, 1923. 141 p. tables, diags. 8°. (Comparative psychology monographs, ed. by W. S. Hunter. vol. 1, serial no. 5, July 1923.)



**Ruediger, William Carl.** Vitalized teaching. Boston, New York [etc.] Houghton Mifflin Co. [1923] viii, 110 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

It is desirable that the schools be freed from a formal academic environment, and that verbalism in children's responses be diminished. To aid teachers in accomplishing these results, this monograph arranges in the order of their nearness to reality the means of "exhibiting subject matter," and gives a sequence to methods of "enlisting the child's activity" which indicates their degrees of naturalness. Their relative worth is also suggested in terms of other complicating factors in school life.

### PSYCHOLOGICAL TESTS.

**Carson, C. C.** What criteria have you for measuring your school? *Educator-journal*, 23: 580-82, August 1923.

Discussion of intelligence and educational tests, how to choose them, how and by whom administered, etc.

**Dickson, Virgil E.** Mental tests and the classroom teacher. Yonkers-on-Hudson, N. Y., World Book Co., 1923. xv, 231 p. tables. 8°. (Measurement and adjustment series, ed. by L. M. Terman.)

This book is designed to show why mental tests are needed, what they are like, and how they can be made most useful. It does not present the technique of giving and scoring tests. The writer is aware of the limitations of tests, and warns teachers how to avoid the dangers involved in their use. He maintains that mental testing is a necessity in a modern educational and social program.

**Ditmars, Thomas.** Intelligence tests as a basis for classification and grading. *Education*, 44: 33-39, September 1923.

"Homogeneity in classes is what every school administrator and teacher is striving for in grading, classification, and promotion, and it seems that this is secured much more readily by using mental ability as a basis than it was under the old system."

**Dvorak, H. Dealey.** The mental test of a superior child. *Mental hygiene*, 7: 250-57, April 1923.

Data based on a case study of a "superior child:" says that a group intelligence test for primary children may prove *too easy* for young children of very superior intelligence.

**Gates, Arthur I.** The unreliability of M. A. and I. Q. based on group tests of general mental ability. *Journal of applied psychology*, 7: 93-100, March 1923.

**Gray, P. L., and Marsden, B. E.** The Stanford-Binet tests in some English schools. *Journal of educational research*, 7: 150-55, September 1923. tables.

**Great Britain. Board of education.** . . . Mental and scholastic tests among retarded children, physically defective, canal-boat and gipsy children, and backward children in ordinary elementary schools. An enquiry into the effects of schooling on the various tests. London, Pub. under the authority of his Majesty's stationery office, 1923. 2 p. l., 4-92 p. 12°. (Educational pamphlets, no. 44)

**Haggerty, M. E.** Intelligence examination delta 2. *Journal of educational psychology*, 14: 257-77, May 1923.

Presents a revised table of age norms for the Haggerty intelligence examination, delta 2.

**Hines, Harlan Cameron.** Measuring intelligence. Boston, New York [etc.] Houghton Mifflin company [1923] xii, 146 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)

This gives in clear, non-technical language an introduction for the layman to the study of measurement problems. The discussion takes a middle course between the enthusiasts for mental tests, and those who reject their use.

**Jordan, A. M.** The validation of intelligence tests. *Journal of educational psychology*, 14: 348-66, September 1923.

To be continued.

**Kelley, Truman L.** A new method for determining the significance of differences in intelligence and achievement scores. *Journal of educational psychology*, 14:321-33, September 1923. tables.

— The principles and technique of mental measurement. *American journal of psychology*, 34:408-32, July 1923.

**Link, Henry C.** What is intelligence? The battle of the psychologists. *Atlantic monthly*, 132:374-85, September 1923.

The author believes that we should think of the [intelligence] tests "not as measures of intelligence but as tests of attainment," and that in so doing "their controversial impedimenta will drop off and their intrinsic value suffer not the slightest impairment."

**Morrison, J. Cayce.** . . . Some administrative uses made of standard tests and scales in the state of New York, 1921-22. Albany, The University of the state of New York press, 1923. 37 p. 8°. (University of the state of New York bulletin, no. 772. December 15, 1922)

**Murdoch, Katherine, and Sullivan, Louis B.** A contribution to the study of mental and physical measurements in normal children. *American physical education review*, 28:209-15, 276-80, May 1923. tables.

**Raymont, T.** Intelligence tests. *Journal of education and School world (London)* 55:859-61, June 1923.

A critical study of the value of mental tests and measurements. Emphasizes the importance of a philosophy of education.

**Richardson, C. A.** Methods and experiments in mental tests. *Yonkers-on-Hudson, N. Y., World book company, 1922.* 93 [1] p. 12°.

**Rogers, Agnes L.** Psychological tests of mathematical ability and educational guidance. *Mathematics teacher*, 16:193-205, April 1923.

Says that tests should not be used independently but only in conjunction with other evidence of the pupils' powers, namely, teachers' judgments or school marks.

**Whipple, Guy M.** The intelligence testing program and its objectors—conscientious and otherwise. *School and society*, 17:561-68, 596-604, May 26, June 2, 1923.

Address given before Section Q, American association for the advancement of science, December 1922.

**Woody, Clifford.** Measurement of the effectiveness of differentiation of high-school pupils on the basis of the Army intelligence tests. *Journal of educational research* 7:397-409, May 1923.

#### EDUCATIONAL TESTS AND MEASUREMENTS.

**Brinkley, Sterling G.** The use of American tests to measure English teaching in China. *Journal of educational research*, 7:136-44, September 1923.

Comparison is made between the Chinese and American standard in reading and spelling.

**Bush, Emma D.** An experiment in varying methods of teaching bright and dull sections of the seventh grade. *Journal of educational research*, 7:113-21, September 1923.

In the experiment, the class was divided into two sections on the basis of intelligence quotients obtained by the use of the Stanford revision of the Binet-Simon intelligence test.

**Garrison, S. C., and Ryan, Florence.** Age-grade-sex percentile norms for some educational tests. I. Woody-McCall mixed fundamental arithmetic tests. *Peabody journal of education*, 1:69-77, September 1923. tables.

**Leland, Bernice.** Herbert: a study of difficulty in spelling and reading. *Journal of educational research*, 8:49-58, June 1923.

**Mallory, J. N.** Following up a testing program. American school board journal, 67:51-52, 135-36, September 1923. tables.

Educational tests, as well as mental and physical tests, are included in the study.

**May, Mark A.** Measuring achievement in elementary psychology and in other college subjects. School and society, 17:556-60, May 19, 1923.

Continued from the issue of April 28, 1923.

**Monroe, Walter Scott.** An introduction to the theory of educational measurements. Boston, New York [etc.], Houghton Mifflin company [1923] xxii, 364 p. tables, diagrs. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

### EDUCATIONAL RESEARCH.

**Conference on educational measurements.** Tenth annual conference on educational measurements, held at Indiana university, Bloomington, Ind., Friday and Saturday, April 20 and 21, 1923. Bloomington, Ind., The Extension division of Indiana university, 1923. 118 p. tables, diagrs. 8°. (Bulletin of the Extension division, Indiana university, vol. 8, no. 11)

Contains: 1. H. L. Smith: The work of the Bureau of cooperative research, Indiana university, p. 3-11. 2. G. H. Alderman: The effect of certain kinds of drill exercises on comprehension, p. 12-25. 3. H. H. Young: How to interpret and make use of mental tests, p. 26-43. 4. F. W. Ballou: Improving instruction thru educational measurement, p. 44-81. 5. F. W. Ballou: Some dangers of scientific measurement to be avoided (Abstract), p. 82-93. 6. F. W. Ballou: Education and our responsibility for its improvement, p. 94-100. 7. R. H. Lane: Selling educational research to a large city school system, p. 101-8. 8. E. U. Graff: The use of educational research and experimentation in school administration, p. 109-16. 9. A. C. Senour: The use of educational research and experimentation in school administration, p. 117-18.

**Conference on educational research and guidance.** 1st, San Jose, 1922. . . . Proceedings of First annual conference on educational research and guidance held at San Jose state teachers college, May 19 and 20, 1922. Sacramento, California state printing office, 1923. 112 p. 12°. (San Jose state teachers college bulletin)

CONTENTS: Vocational guidance in the high school, W. M. Proctor.—Measurement of non-intellectual aspects of behavior, Raymond Franzen.—Some aspects of delinquency, J. H. Williams.—Technique of public school survey, J. B. Sears.—Services and uses of educational measurements, Raymond Franzen.

**Gray, William S.** Problems for scientific investigation in elementary education. Elementary school journal, 23:644-63, May 1923.

Emphasizes the value of detailed analyses of school subjects. Says that as analysis proceeds classroom methods become more accurate, precise, and effective.

**Judd, Charles H.** Educational research and the American school program. Educational record, 4:165-77, October 1923.

An address delivered before the National education association, San Francisco, July 2, 1923.

Advocates a federal department equipped to make scientific studies in education, and to supply the coordination and reinforcement which are greatly needed by our present-day science of education.

**McCall, William A.** How to experiment in education. New York, The Macmillan company, 1923. xiv, 281 p. tables. 8°. (Experimental education series, ed. by M. V. O'Shea.)

This volume is designed to prepare intelligent teachers to engage profitably in research work in education, even if they are not technically trained in experimental methods. The editor of the series says that this is the first book on educational experimentation to be published at home or abroad.

**Newlon, Jesse H.** What research can do for the superintendent. Journal of educational research, 7:106-12, September 1923.

Author says that those "who are engaged in educational research hold the key to educational progress."

## SPECIAL METHODS OF INSTRUCTION.

## PROJECT METHOD.

**Hosic, James F.** The project method. *Journal of educational method*, 2: 429-34, June 1923.

Concluding article of a series begun in the issue for September 1922.

**Watkins, Ralph K.** The technique and value of project teaching in general science. *General science quarterly*, 7: 235-56, May 1923.

To be continued.

The object of the study is to determine the value of the project in science, the comparative value of the project to those students who use it and those who do not, and to find a workable technique for teachers of science in junior high schools.

## VISUAL INSTRUCTION.

**Boggess, F. A.** The school of the screen. *Child-welfare magazine*, 18: 69-71, October 1923.

Some deductions that are drawn as to the training for citizenship American children get from the screen in direct contradiction to what is being taught in the schools.

**Burgess, May Ayres.** Motion pictures in the public schools. *Elementary school journal*, 23: 676-82, May 1923.

**Dorris, Anna V.** The training of teachers for service and during service in the use of objective and other visual material. *Educational screen*, 2: 335-37; 353, September 1923.

Address given at Visual Instruction conference, National education association, July, 1923.

**Ellis, Don Carlos, and Thornborough, Laura.** Motion pictures in education; a practical handbook for users of visual aids. With an introduction by P. P. Claxton. New York, T. Y. Crowell co. [1923]. xvii, 284 p. front., plates. 8°.

This manual comprises a discussion of the history and principles of visual education, the story of the origin and growth of motion pictures and their use in education, a critical discussion of their value and of different methods of using them, directions for installing apparatus, the kinds of films now available and where and how they can be obtained, also directions regarding time, place, and methods of using motion-picture films.

**Freeman, Frank N.** Types of educational motion pictures. *Visual education*, 4: 205-7, 226, September 1923.

Surveys the different types of motion pictures and concludes that films are a form of presentation that is of great value.

**Feiger, Joseph Roy.** The effects of the motion picture on the mind and morals of the young. *International journal of ethics*, 34: 69-83, October 1923.

Presents considerations showing that the moral effect of motion pictures on the young is often bad. Says that a group spirit or morale among picture producers and exhibitors is necessary for the highest type of productions of which the motion-picture industry is capable. There are hopeful signs that the producers are endeavoring to acquire this spirit for themselves.

**Ferry, Clarence A.** Frequency of attendance of high-school students at the movies. *School review*, 31: 573-87, October 1923.

"This article," says the writer, "constitutes one section of the complete report of this inquiry which will be published by the National board of review, New York City, under the title of *The attitude of high-school students toward motion pictures.*"

## PLATOON SCHOOLS.

**Jankee, W. J.** The model platoon school. *School and society*, 17: 581-86, May 26, 1923.

Describes the Mason school which is the observation school in connection with Teachers college, Columbia university, for those who are preparing to teach in the elementary schools. A program for the five days of the week is given.

- Bankes, W. J.** The training of teachers for platoon schools. Educational administration and supervision, 9: 371-76, September 1923.
- Deffenbaugh, W. S.** The platoon school program. Catholic school interests, 2: 15-16, August 1923.

"The second of a series of articles on this subject . . . by the person in the country who knows most about it."

### SPECIAL SUBJECTS OF CURRICULUM.

#### READING.

- Chase, H. Lawton.** The unknown world is beautiful. A talk to teachers on silent reading. Journal of educational method, 3: 2-17, September 1923.  
Speaks of the beauties and fascinations of the world of silent reading, and urges "reading, and more reading" for children.
- Newark, New Jersey.** Board of education. Reading survey in the public schools of Newark, N. J. Newark, N. J., Board of education, 1923. 56 p. tables, diags. 8°. (Monograph no. 10.)  
Recommendations are given on page 56.
- Uhl, Willis L.** The derivation of standards for judging reading material. Educational review, 66: 147-51, October 1923.  
Study based on questionnaires sent to teachers and pupils in Wisconsin high schools as to the quality of reading material as measured by instructors and students. Says that the most prevalent and undesirable characteristic of reading material is its over-maturity.
- Wheat, Harry Grove.** The teaching of reading; a textbook of principles and methods. Boston, New York [etc.] Ginn and company [1923] ix, 346 p. diags. 12°.

A statement of what instruction in the various phases of reading the teacher should give, why it should be given, when to give it, and how much to give, with the purpose of helping the teacher to get an idea, not merely a device.

#### SPELLING.

- Getchell, Frederick G.** What is the spelling problem. Journal of education, 88: 291-93, September 27, 1923.  
Discovers inefficiency in the spelling methods, and enormous waste, and suggests that the solution may lie in individualized spelling.
- Washburne, Carleton W.** A spelling curriculum based on research. Elementary school journal, 23: 751-62, June 1923.

#### ENGLISH AND COMPOSITION.

- Certain, C. C.** Why not include standard tests in your teaching program this term? English journal, 12: 463-80, September 1923.  
Addressed to those who desire to cooperate with the Committee on examinations of the National council of teachers of English by adopting a definite schedule of standard tests for use in English classes.
- Coates, Mary W.** The indirect-direct method in language teaching. Educational review, 66: 154-57, October 1923.
- Fitzgerald, Edith.** Technical language work in the primary department. Volta review, 25: 205-14, May 1923.  
Discusses work for deaf children.
- Long, Adah.** Devices for enlivening the presentation of Shakespeare in the high school. Virginia teacher, 4: 184-90, July-August 1923.  
Deals with the subject of making the study of Shakespeare more interesting through the use of activities, and discusses seven devices that may be employed with good results.

**Busch, Louise C.** The socialized recitation in English. Chicago, The Plymouth press [1923] 88 p. 8°. (Modern education series, ed. by J. E. McDade.)

**Snyder, Franklin B.** Teaching literature to undergraduates. School and society, 17: 706-12, June 30, 1923.

"Are we fighting the battle of culture, aiding a little in making 'reason and the will of God prevail,' or are we earning our salaries by going through proper and decorous pedagogical motions?"

**Stratton, Clarence.** The teaching of English in the high school. New York, Harcourt, Brace, and company [1923] 4 p. l., 383 p. 12°.

#### ANCIENT CLASSICS.

**Jones, Arthur J.** Who should study Latin? School and society, 18: 304-8, September 15, 1923.

Says that "there are some who should not study Latin, but those *should* who need it for college entrance, and those who will presumably continue it for at least three years, and for whom it will have a real value."

**Jones, F.** Reform methods of Latin teaching. Journal of education and School world (London), 55: 443-45, July 1923.

Describes the methods advocated by the Association for the reform of Latin teaching, England.

**Kelsey, Francis W.** The value of the classics. Classical journal, 19: 28-35, October 1923.

Cites opinions in favor of the classics from eminent educators and deans of professional schools.

**New York (State) University.** Results in Latin, first two years. [New York, The University of the state of New York press, 1923] 24 p. 8°. (University of the state of New York bulletin, no. 773, Jan. 1, 1923).

A detailed study of all the answer papers written in the state-wide Regents' examination given in the secondary schools of the University of the state of New York in June, 1922.

This study was made under the auspices of the American classical league. The survey was conducted by S. Dwight Arms, Elmer E. Bogart, and J. Cayce Morrison.

**Rich, Stephen G.** The values of the classics. Education, 43: 629-14, June 1923.

Endeavors to show that for "the most part the classics have no values in education that are not shared by other subjects, and shared to an equal degree."

**Thorndike, E. L., and Buger, Mrs. G. J.** The effect of first-year Latin upon knowledge of English words of Latin derivation. School and society, 18: 260-70, September 1, 1923.

Some results in the general investigation being conducted by the American classical league, with the assistance of the General education board, with the cooperation of many principals and teachers.

**West, Andrew F., and others.** The classical investigation; the work of the first two years. Classical journal, 18: 548-68, June 1923.

Discusses the progress of the classical investigation of the American classical league, which was begun in 1921.

#### MODERN LANGUAGES.

**Bickford, Belle E.** Romanic languages in the high school. University high school journal, 3: 27-102, April 1923.

Gives complete courses of study and names of textbooks used.

**Doyle, Henry Grattan, comp.** Modern languages in the curriculum, with especial reference to Spanish. A symposium of quotations. Journal of education, 98: 237-40, September 13, 1923.

A valuable bibliography is added which includes references on Spanish list, language, literature, art, etc.

**Pattee, Edith B.** The phonograph as a medium of foreign-language instruction. School review, 31: 604-7, October 1923.

Discusses use of phonograph in the University high school of the University of Oregon.

**Pattee, Edith B.** The phonograph in modern-language teaching. *Oregon teachers monthly*, 27: 6-8, June 1923.

Furnishes a list of material for phonograph use which includes song records, conversational records, grammar records, and story records.

#### MATHEMATICS.

**Breslich, Ernst R.** The development of a curriculum in correlated mathematics and discussions of aims, values, and results. [Chicago, The University of Chicago press, 1923] 1 p. l., p. 116-136. 8°.

Reprinted from "Studies in secondary education I," published by the Department of education, The University of Chicago.

**Drummond, Margaret.** The psychology and teaching of number. *Yonkers-on-Hudson, N. Y., World book company, 1922.* 125 [1] p. front. 12°.

**Foberg, John A.** The Pennsylvania state course of study in mathematics. *Mathematics teacher*, 16: 266-73, May 1923.

**McLaughlin, Katherine L., and Troxell, Eleanor.** ... Number projects for beginners. Philadelphia, London [etc.] J. B. Lippincott company [1923] xv, 110 p. front., illua., plates. 12°. (Lippincott's school project series, ed. by W. F. Russell)

**National committee on mathematical requirements.** The reorganization of mathematics in secondary education. A report ... under the auspices of the Mathematical association of America, inc. [Hanover, N. H.] The Mathematical association of America, inc., 1923. x, 652 p. tables (5 fold. in pocket) diagr. 8°.

CONTENTS: Pt. I. General principles and recommendations: A brief outline of the report.—Aims of mathematical instruction: General principles.—Mathematics for years seven, eight and nine.—Mathematics for years ten, eleven and twelve.—College entrance requirements.—List of propositions in plane and solid geometry.—The function concept in secondary school mathematics.—Terms and symbols in elementary mathematics.—Pt. II. Investigations conducted for the committee: The present status of disciplinary values in education, by Vevia Blair.—The theory of correlation applied to school grades, by A. R. Crathorne.—Mathematical curricula in foreign countries, by J. C. Brown.—Experimental courses in mathematics, by Raleigh Schorling.—Standardized tests in mathematics for secondary schools, by C. B. Upton.—The training of teachers of mathematics, by R. C. Archibald.—Certain questionnaire investigations.—Bibliography on the teaching of mathematics, by D. E. Smith and J. A. Foberg.

**Osburn, W. J.** A study of the validity of the Courtis and Studebaker practice tests in the fundamentals of arithmetic. *Journal of educational research*, 8: 93-105, September 1923.

The purpose of the paper is to discuss whether or not pupils are receiving drill in proportion to the difficulties which they encounter, and the author thinks they are not.

**Thorndike, Edward L. [and others]** The psychology of algebra. New York, The Macmillan company, 1923. xi, 483 p. 12°.

The investigations reported in this volume were made possible by a grant from the Commonwealth fund.

**Winsor, A. S.** The reorganization of mathematics in secondary education. *High school journal*, 6: 123-30, May 1923.

The first part of the study discusses aims, organization, material by grades, college entrance requirements, etc., and the second part contains the investigations conducted for the committee on various phases of the subject.

#### SCIENCE.

**Bailey, Edna W., and Foster, L. F.** The science laboratory and classroom for secondary schools. *General science quarterly*, 7: 257-73, May 1923.

**Kendall, Arthur Isaac.** Civilization and the microbe. Boston and New York, Houghton Mifflin company, 1923. xviii, 231 p. front., plates, diagr. 8°.

A true account of the nature and functions of microbes by a prominent bacteriologist.

**Bigg, George B.** Science and liberal education. *School and society*, 17: 477-86, May 5, 1923.

Those requiring a liberal education should have different instruction in science from the students who are studying science professionally. How science can be popularized with the liberal education student.

**Rowell, Percy E.** Classroom methods of introductory science. *Journal of educational method*, 2: 360-66, May 1923.

**Webb, Hanor A.** Starting the small physics laboratory. *Peabody journal of education*, 1: 86-94, September 1923.

Gives a list of material needed, places to obtain it, lists the things you make, under the different subjects, and gives a short bibliography of reference books.

#### NATURE STUDY.

**Pack, Charles Lathrop.** The school book of forestry. Washington, D. C., The American tree association [1923] 159 p. plates. 8°.

— Trees as good citizens. Washington, D. C., The American tree association [1923] 257 p. front., plates, illus. 8°.

**Peeples, Elizabeth K.** Why nature study? *Nature magazine*, 2: 182-84, September 1923.

"Its healthfulness as an outdoor sport with a purpose that gives it zest, its saneness as an approach to sex instruction, its safety as an outlet for pent-up energy, and its cultural value, may well be urged."

#### GEOGRAPHY.

**Branom, Frederick K.** A bibliography of recent literature on the teaching of geography. Worcester, Mass., Clark university, Dept. of geography, 1923. 20 p. 8°.

**Smith, J. Russell.** The elements of geography and the geographic unit. *School and society*, 17: 617-28, June 9, 1923.

This essay is divided into four parts: 1. The elements of geography. 2. The methods of presentation. 3. The unit of presentation. 4. Books and maps useful in a survey of the elements of geography.

#### SOCIAL STUDIES.

**Allen, J. O.** American history in the American public schools. *Educational review*, 66: 89-96, September 1923.

Says that it is the business of history to interpret the present. One who is to teach American history to young American citizens should have studied a course specifically designed for him.

**Brewer, Helen E.** The study of history. *Intermountain educator*, 19:9-13, September 1923.

A review of the national development of the study of history.

**Davis, Preston.** Choosing the current events text. *Educator-journal*, 24:11-13, September 1923.

Hints for the study of current events in the class room.

**Gathany, J. Madison.** The teaching of the social science studies in the junior high school. *Historical outlook*, 14:257-66, October 1923.

Reorganization of the course for the social studies in the junior high school.

**Gr. Brit. Board of education.** ... Report on the teaching of history. London, Pub. under the authority of H. M. Stationery office, 1923. iv, [5]-70 p. 12°. (Educational pamphlets, no. 37.)

**Hoskins, Halford.** Self-starting the freshman college history course. *Historical outlook*, 14:254-57, October 1923.

A list of instructions and suggestions for history work.

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✓ **Levin, Samuel M.** Recent tendencies in the teaching of the social sciences in the secondary schools. *Education*, 44:1-14, September 1923.

Writer states that the recent great increase of attendance on public high schools lays upon teachers of social sciences the need for the re-examination of past methods, materials, standards and objectives, as well as a responsibility on the part of educators for clear thinking and constructive statesman-like planning along new lines.

**Mason, Florence.** The teaching of sociology in high school. *Journal of applied sociology*, 8:37-43, September-October 1923.

Relates the experience of the writer in teaching sociology in the Jefferson high school, Los Angeles.

#### MUSIC.

**Bivins, Alice E.** A plan for county organization in the school music of America. *Musical courier*, 87:17, July 12, 1923.

The lack of cultural opportunities in the rural school districts of the South are outlined by the author, who is professor of school music in the North Carolina college for women, Greensboro.

**Clark, Kenneth S.** Using music as a healing force. Part I. *Playground*, 17:256-60, 296, 304, 329-31, August-September 1923.

Discusses especially the effect of music in corrective institutions on the inmates.

**Fanning, Cecil.** Getting acquainted with music. *School*, 32:817-18, August 2, 1923.

"How to open a new field of culture and enjoyment to children."

**Farnsworth, Charles W.** A golden mean in school music education. *Musical courier*, 87:6-7, September 6, 1923.

To be continued.

**Pearson, Benjamin F.** Music and citizenship. *Playground*, 17:261-62, August 1923.

Discusses the value of Music week to promote the highest ideals of citizenship.

**Snedden, David.** The future of musical education in public schools. *School and society*, 17:589-96, June 2, 1923.

From an address by Professor Snedden at the annual Music supervisors' National convention, Cleveland, April 10, 1923.

**Weatherly, Josephine.** The psychology of music. *Education*, 43:521-43, May 1923.

Discusses the educational objectives of music; music in the life of the child and adolescent, etc.

**Whittemore, Harry.** The ethics of the music supervisor. *Musical courier*, 87:38-39, August 2, 1923.

An account of the relationship of the supervisor with the school system.

Extracts from a paper presented at the Music supervisors' National conference, April, 1923.

#### ART EDUCATION.

**Bennett, Charles Alpheus.** Art training for life and for industry. Peoria, Ill. The Manual arts press [1923] 61 p. 12<sup>o</sup>.]

**Robinson, Alice.** The passing of the city supervisor of art. *Educational review*. 66:99-102, September 1923.

**Sobotka, Grace.** Art instruction in the first six grades. *Peabody journal of education*, 1:21-28, July 1923.

A discussion of the reasons for giving instruction in the subject, how it should be given, reasonable standards of attainment, and testing and measuring art instruction. A bibliography is also added.

✓ **Winalow, Leon L.** Program for schools offering approved courses in art in the junior high school grades. *Industrial-arts magazine*, 12:367-68, September 1923.

## HANDWRITING.

**Browne, Squire F.** An index-scale for measuring handwriting. *Elementary school journal*, 23:775-82, June 1923.

**Fresman, Frank N.** The teaching of handwriting. *Elementary school journal*, 24:38-49, September 1923.

## SAFETY.

**Arrowsmith, Mary Noel.** Six demonstrations of safety education. *National safety news*, 8:21-24, July 1923. illus.

**Payne, E. George.** Education in accident prevention. *Journal of the New York state teachers' association*, 10:207-12, September 1923.

## DRAMATICS AND ELOCUTION.

**Hyde, Florence Slown.** Painting the past in pageantry. *Social progress*, 7:288-90, September 1923. illus.

The use of pageantry as a vehicle for depicting national and local history.

**Slattery, Margaret.** Tomorrow: a pageant for childrens' [week]. *Church school*, 4:550-54, September 1923. illus.

"This pageant has been so arranged that all departments of the school will be represented."  
Stage setting, costumes and directions by Elisabeth Edland.

## TEMPERANCE.

**Transeau, Emma L.** Science speaking on the subject of alcohol. *Scientific temperance journal*, 32:91-101, Summer 1923.

Criticism of an article in *Collier's national weekly*, April 7, 1923, on the subject of Alcohol, by Samuel Hopkins Adams.

## ELEMENTARY EDUCATION.

**Bosser, Frederick G.** Standards in early elementary education. *Kindergarten and first grade*, 8:265-73, September 1923.

Given before International kindergarten union, Pittsburgh, Pa.

**Dalton, Mattie.** Talks to young teachers. Boston, New York [etc.], Educational publishing company, 1923. 3 p. l., 245 p. 12°.

**Horn, John Louis.** The American elementary school; a study in fundamental principles. New York and London, The Century Co., 1923. xvi, 422 p. 8°.  
(Century education series, ed. by C. E. Chadsey.)

A general and comprehensive treatise on the problems of elementary education, designed to assist teachers in training and in service to form broad conceptions of the significance, organization, aims, and goals of publicly supported elementary schools in the United States.

**Nebraska.** Department of rural education. The Nebraska elementary school curriculum. Prepared by the Department of rural education, I. N. Clark, director. John M. Matzen, State superintendent of public instruction. Lincoln, [Clafin printing company, 1923] 47 p. 8°.

"Containing a discussion of the aims, content, methods, activities, and materials of the courses to be used as a basis for revising and adapting them to the needs of the state."

**Parker, S. C., and Temple, Alice.** Unified kindergarten and first-grade teaching. *Elementary school journal*, 24:13-27, September 1923.

Discusses the recent movement to unify the kindergarten and the first grade by coordinating closely the activities of the pupils in these grades. To be continued.

**Welling, Jane Betsy, and Calkins, Charlotte Wait.** ... Social and industrial studies for the elementary grades based on needs for food, clothing, shelter, implements, and records. Philadelphia, London, [etc.] J. B. Lippincott company [1923] xl, 331 p. 12°. (Lippincott's school project series, ed. by W. F. Russell)

## RURAL EDUCATION.

**Barnes, Ina G.** Rural school management. New York, The Macmillan company, 1923. xv, 303 p. plates. 12°. (Rural education series. General editor, Mabel Carney)

This volume is a comprehensive manual for use in preparation for teaching in rural schools, and is based on the results of five years' experience in training rural teachers in West Virginia, supplemented by later experience in Delaware.

**Brim, Orville Gilbert.** Rural education; a critical study of the objectives and needs of the rural elementary school. New York, The Macmillan company, 1923. xxi, 302 p. 12°. (Rural education series. General editor, Mabel Carney)

There are among educators two schools of thought regarding the purpose of rural elementary education. One group would vocationalize the school and limit its contacts and ideals to the rural community, while the other holds that the rural child should be socialized and given as broad an outlook upon life as the city child acquires. This study evaluates various plans, and applies the principles to rural educational needs.

**Carney, Mabel.** The legitimate community relations and activities of rural schools. Journal of rural education, 2:385-92, May 1923.

From the New York rural survey, vol. 4, part 3, The community relations of rural schools.

**Cavins, L. V.** School survey of type counties of West Virginia. Survey made by the State department of rural schools, normal schools, colleges, and university. Charleston, W. Va., State department of schools [1923] 77 p. incl. tables, diagrs. 8°.

**Joint committee on rural schools.** Rural school survey of New York state. The teaching personnel [by] William C. Bagley; the elementary curriculum [by] Orville G. Brim; community relations [by] Mabel Carney. Ithaca, N. Y., 1923. 279 p. plate. 12°.

**Kansas. University.** Bureau of school service. Survey report dealing with the establishment of a rural high school. The organization and distinctive features of the Shawnee-Mission rural high school, Johnson county, Kansas. Made by the Bureau of school service, University of Kansas, 1921. F. P. O'Brien, director. T. J. Smart. Topeka, Printed by Kansas state printing plant, B. P. Walker, state printer, 1923. 29 p. illus. 8°. (On cover: Bulletin of the University of Kansas, vol. 24, no. 1. Kansas studies in education, vol. 1, no. 1. Jan. 1, 1923)

**Lathrop, Edith A.** Removing the rural handicap in Maryland. School life, 9:19-20, September 1923.

Authoritative statement of conditions in a typical American state.

**Muerman, John C.** Rural school improvement and what the community leagues may do. Community league news, 6:1-2, September 1923.

**Root, Rosamond.** Practical standard for the development of rural education departments in normal schools and teachers colleges. Journal of rural education, 3:1-7, September 1923.

The inequalities between city and rural schools are so flagrant that they must be reduced, and the public school must educate the children of the rural districts.

**Sapiro, Aaron.** The economic background of rural education. Journal of rural education, 2:433-41, June 1923.

Delivered before the Department of rural education and superintendence, February 1923.

**Works, George A.** Schools and farms. Journal of the New York state teachers' association, 10: 212-15, September 1923.

Discusses adequate school facilities in rural communities.

Wyatt, H. G. . . . Rural school teachers in the United States of America (their preparation and supervision). Calcutta, Superintendent government printing, India, 1923. 2 p. 1., ii, 74 p. 8°. (India. Bureau of education. Occasional reports, no. 11.)

## SECONDARY EDUCATION.

Boren, F. H. Students' record cards. University high school journal, 3: 1-9, April 1923.

A review of the system of grading used in the University high school of Oakland, California.

Clement, J. A. The business of scientific curriculum making in secondary education. Educational administration and supervision, 9: 357-66, September 1923.

Paper read before the Illinois academy of science, Galesburg, Ill., May 4, 1923.

Colvin, Stephen S. The high-school principal as supervisor of instruction. Teachers' college record, 24: 320-25, September 1923.

Read before the National association of secondary school principals, February 1923.

Davis, C. O. The size of classes and the teaching load in the high schools accredited by the North central association. School review, 31: 412-29, June 1923.

Among other conclusions the writer says that the Association is "not justified in demanding that for all teachers, in all types of work, the maximum size of class shall be no greater than 30 pupils or that the maximum number of pupil-hours of instruction per day shall not exceed 150."

Davis, Jesse B. The influence of college-entrance requirements on the public high schools of New England. School review, 31: 445-51, June 1923.

Eaton, Harold T. A study of school marks. Education, 43: 620-28, June 1923.

Study based on data collected at the Central high school, Syracuse, N. Y., each teacher in the institution having submitted a copy of her mid-term marks for the fall term of 1921. "The great mortality in the freshman class," says the writer, "presents a striking school problem."

Holy, T. C., and Cocking, W. D. A permanent record and efficiency card for high schools. American school board journal, 67: 49-50, 141, August 1923. diagrs.

McNally, William P. A practical high school curriculum. Catholic school interests, 2: 11-12, August 1923.

Paper read at the annual meeting of the Pennsylvania Catholic educational association, 1923.

Maryland. Department of education. Maryland high school standards; a manual of high school administration. Issued by State department of education. Baltimore [1923] 266 p. 12°. (Maryland school bulletin, vol. iv, no. 2. Feb. 1923.)

National honor society for high schools. American educational digest, 43: 3-8, September 1923.

During the two years of its existence, membership in the society has grown to 250 active local chapters. The society is looked upon as the Phi beta kappa for secondary schools.

Odell, Charles W. Provisions for the individual differences of high-school pupils. Urbana, University of Illinois [1923] 15 p. 12°. (University of Illinois bulletin, vol. xxi, no. 4. Sept. 24, 1923.) (University of Illinois. College of education. Bureau of education. Educational research circular no. 22.)

Terry, Paul W. and Greguson, Judith. Blind spots in the high-school curriculum. Educational review, 66: 25-31, June 1923.

Argues for more emphasis on the study of the four Pacific nations—Australia, Canada, China, and Japan; their historical, industrial, political, and geographical aspects.

Zeleny, Leslie D. A conception of a liberal education in American high schools. Education, 44: 15-24, September 1923.

Says "the American high school is fast becoming the people's college. It is becoming the place where young America is educated for the service of the individuals and the country."

## JUNIOR HIGH SCHOOLS.

- ✓ **Cardozo, Francis L.** The junior high school—its origin and trend, a study. *Education*, 43: 589-603, June 1923.
- ✓ **Ferguson, Arthur W.** Articulating the junior and senior high schools. *School review*, 31: 540-46, September 1923.  
The author suggests a program of articulation in outline form.
- ✓ **Glass, James M.** The reorganization of the seventh, eighth, and ninth grades—program of studies. *School review*, 31: 518-32, September 1923.  
Junior high school is the unit of transition between the elementary school and the senior high school.
- ✓ **Keich, B. J.** The junior high schools at Warren, Ohio. *American school board journal*, 67: 59-60, July 1923. illus. plans.
- ✓ **Overman, James R.** Teaching the algebraic language to junior high-school pupils. *Mathematics teacher*, 16: 215-27, April 1923.
- ✓ **Benwick, Albert.** A critical examination of the principles underlying the junior high school. *Education*, 43: 604-19, June 1923.  
Using Alexander Inglis' outlines in the *Journal of education* and *School review* as a basis, the writer gives a comprehensive review of the subject. Contains a bibliography.
- ✓ **Rowell, Percy E.** Junior high-school science. *Educational review*, 66: 21-23, June 1923.  
Concludes that the subject matter of the science course should be concerned with the science of everyday life—the science of common things; and that all experiments, with very few exceptions, should be performed by all the pupils.
- ✓ **Ziegler, Samuel Horning.** The social studies in the junior high. Cleveland, 1923. 120 p. 8°.  
Thesis (Ph. D.)—University of Pennsylvania, 1923.

## TEACHER TRAINING.

- Adams, Edwin W.** The principal's program of professional activities. *Elementary school journal*, 23: 733-41, June 1923.  
Discusses the problem of the after-training of teachers.
- Bliss, Walton B.** Who shall teach? A summary of the Department's program of mental measurement of prospective teachers. Published by Vernon M. Riegel, Director of education, 1923. [Columbus, Ohio, Department of education. 1923] 34 p. tables. 8°. (Special studies series, 1923, no. 4)  
An investigation of the mental ability levels of county normal school students.
- Bolton, Frederick E.** Higher standards for teachers in the state of Washington. *Elementary school journal*, 23: 694-700, May 1923.  
Discusses the effects of the new certification law and of a law providing a state-wide retirement fund for teachers, as well as the new requirements of the school of education of the University of Washington for life certificates issued through the university.
- Brandt, Rose K.** Practice teaching in the county training schools of Wisconsin. *The journal of rural education*, 2: 454-63, June 1923.  
The findings of a survey undertaken to learn how Wisconsin is meeting her obligations to country boys and girls.
- Brown, Elmer Ellsworth.** The development of education as a university subject. *Teachers college record*, 24: 190-96, May 1923.
- Cerf, Mme. G. Wodrow.** Some essentials in the training of language teachers for the junior high school. *Educational administration and supervision*, 9: 315-21, May 1923.

**Cubberley, Ellwood P.** The college of education and the superintendent of schools. *School and society*, 17:538-45, May 19, 1923.

An address given at the University of Iowa, April 1923.

✓ **Hall-Quest, Alfred L., and others.** The training of junior high-school teachers. *Educational administration and supervision*, 9:257-70, May 1923.

This paper is the report of a committee, appointed at a meeting of the Association of supervisors of student-teaching, Cleveland, Ohio, Feb. 26, 1923, of which Mr. Hall-Quest was chairman.

**Keith, John A. H.** Some outstanding factors in normal school education today. *Teachers college record*, 24:272-79, May 1923.

**Kelly, D. J.** The training and development of teachers after entering the profession. *Elementary school journal*, 23:763-67, June 1923.

Discusses plan used by the schools of Binghamton, N. Y.

**Lull, Herbert G.** Teacher-training in curriculum making. *Educational administration and supervision*, 9:290-303, May 1923.

Recommends that the director of teacher-training should give a course in curriculum making, required for all students and carrying not fewer than three hours of college credit. Gives an example used in Emporia, Kans.

**Making a teachers' college curriculum.** *American school*, 9:14-17, January-February 1923.

The report of committee action and recommendations from the Indiana normal school, Terre Haute.

**Mead, A. B.** Suggested improvements for preparing secondary teachers in Ohio. *Educational administration and supervision*, 9:325-38, September 1923.

Read before the Teacher-training section of the Ohio state teachers association, Columbus, Ohio, December, 1922.

**Pechstein, L. A.** The cooperative ideal in teacher training—the Cincinnati plan. *School and society*, 18:271-77, September 8, 1923.

Discusses the professional training of teachers by the cooperative plan, "learning to do through the doing," and illustrates by the work done in the College of education, University of Cincinnati.

**Phelps, Shelton.** The two-year curriculum for training elementary teachers. *Journal of educational research*, 7:369-83, May 1923.

"This study was made as one of the class studies in a course in normal school administration given in George Peabody college for teachers."

**Phillips, E. D.** A self-rating scale for teachers. *American school board journal*, 67:45-46, 135, September 1923.

Furnishes a detailed scale for the self-improvement of teachers in service.

**Reavis, G. H.** The development of teacher training as a profession. *Teachers college record*, 24:208-12, May 1923.

**Robertson, Mrs. Florence Keeney.** Objective evidences of leadership; a scale for grading the high school teacher of five or more years' experience. [Los Angeles, 1923] cover-title, [8] p. 12°.

**Russell, James B.** Further development of the school of education. *School and society*, 17:533-38, May 19, 1923.

An address given at the State university of Iowa, April 1923.

**Spaulding, Frank E.** The Department of education. Courses offered in public school teaching and in work of graduate grade. *Yale alumni weekly*, 32:1051-53, May 18, 1923.

"Co-operation with the public school system of the State, and courses in teaching offered graduates and under-graduates make valuable contributions to educational instruction."

- Stone, Mason S.** The first normal school in America. *Teachers college record*, 24: 263-71, May 1923.  
Columbian school, Concord, Vt., under the direction of Samuel Read Hall, was founded March 8, 1823.
- Tigert, John J.** The nationalization of the teachers colleges. *Virginia teacher*, 4: 87-90, April 1923.  
Delivered before the American association of teachers colleges, February 24, 1923.
- Whitney, Frederick L.** Application of the analysis and prognosis of teaching functions to problems of teacher training. *Journal of educational research*, 8: 20-30, June 1923.  
A discussion of certain implications for teacher-training administration. Fourth article of series on training of teachers.
- The prediction of teaching success. *Journal of educational research*, 7 :421-28, May 1923.  
A discussion of the value as teachers of the groups, as well as the individuals, found in the teacher-training institutions.

### TEACHERS' SALARIES AND PROFESSIONAL STATUS.

- Aspinwall, William B.** A code of ethics for teachers. *School and society*, 17: 640-44, June 9, 1923.  
The organization of the code grew out of the great need for such a code, and deals with the ethical principles underlying the profession, relations of teachers to the profession, relations of teachers to pupils and parents, and to each other, to supervising principals, school committees, etc., unprofessional practices, and the obligation of the code.
- Ettinger, William L.** The ethical standards of the teacher. *School and society*, 17: 568-72, May 26, 1923.  
Address delivered before the Schoolmasters' association of New York, April 1923.
- Holzinger, Karl J.** Higher degrees of college professors: a study of some factors affecting the research of graduate students who become college professors. *Journal of the American statistical association*, 18: 878-88, September 1923. tables.  
—— The retarded college professor. *School and society*, 17: 729-32, June 30, 1923.  
Supplied with tables showing the age at which degrees were obtained, the spans between degrees, the marriage factor, etc.
- Meklejohn, Alexander.** To whom are we responsible; a memorandum on the freedom of teachers. *Century magazine*, 106: 643-50, September 1923.
- National education association of the United States. Salary committee.** Teachers' salaries and salary trends in 1923. Report. Washington, D. C., National education association, 1923. 115 p. incl. tables. 8°.  
Also issued as Research bulletin of the National education association, vol. 1, no. 3, May 1923.
- Salary increases asked for by principals of all schools.** *School*, 34: 870-71, August 23, 1923.  
Requests for increased pay for elementary, junior and senior high school principals were made to the budget and finance committee of the Board of education of New York City.
- Stevenson, Dwight H.** Is there a shortage of men teachers? *Educational research bulletin*, 2: 182-83, 191-92, June 13, 1923.  
Table given showing the comparison of the number of men and women teachers employed in the schools of Ohio from 1854 to 1921.

## HIGHER EDUCATION.

**Association of colleges and preparatory schools in the Middle States and Maryland.** Proceedings of the thirty-sixth annual convention ... Wilmington, Del., December 1 and 2, 1922. Pub. by the association, 1923. 85 p. 8°. (George W. McClelland, secretary, University of Pennsylvania, Philadelphia, Pa.)

Contains: 1. Boyd Edwards: What can schools and colleges do to restore the moral tone of our young people? p. 23-28. 2. Calvin Coolidge: Address, p. 35-42. 3. Frank Aydelotte: The problem of maintaining intellectual standards in the student body, p. 56-60.

**Federation of Illinois colleges.** Nineteenth annual meeting, February 19 and 20, 1923, Illinois Woman's college, Jacksonville, Illinois. [Rockford, Ill.] Published by the Secretary, Rockford college, February, 1923. 30 p. 12°.

Contains: 1. C. E. Seashore: The individual and the curriculum, p. 7. 2. J. B. Harker: Forty years in the colleges of Illinois, p. 7-11. 3. D. A. Robertson: Degree requirements in terms of objectives and achievements rather than semester hours and grades, p. 11-14. 4. A. L. Wittenberg: The relation of our colleges to State education, p. 14-16. 5. C. P. Lutkin: Music in the liberal arts curriculum, p. 17-22. 6. Mary W. Watson: Contacts in a liberal arts college for women, p. 23-25. 7. C. M. Poor: Our systems of grading, p. 25-28.

**Abbott, Lawrence F.** What is the matter with our colleges? Outlook, 135:12-14, September 5, 1923.

**Baird, A. Craig.** Shall American universities adopt the British system of debating? Quarterly journal of speech education, 9:215-22, June 1923.

Describes both systems, and points out the advantages of both.

Read at the Annual convention of the National association of teachers of speech, New York university, December, 1922.

**Baker, Frank C.** The educational value of a university natural history museum. Science, n. s. 58:55-57, July 27, 1923.

**Burton, Marion LeRoy.** The function of the university. Alumni bulletin of the University of Virginia, 16:220-37, July 1923.

Delivered as Founder's Day address in Cabell Hall, April 13, 1923.

Specifies two kinds of service: 1. The work and teaching should be unified with the primary aim in view of serving the State: 2. The University must utilize definitely its equipment and personnel for research work in solving the problems of the State.

**Chase, Harry Woodburn.** The social responsibility of the State university. Journal of social forces, 1:517-21, September 1923.

Teaching, research, and extension are the three lines of service State universities owe to the State.

**Dodd, William B.** The university and the Nation. Virginia teacher, 4:177-84, July-August 1923.

Address delivered at the third annual dinner of the Board of trustees for the members of the faculties of the University of Chicago, reprinted from the University record, January 1923.

**Five young Europeans look upon America.** Survey, 50:389-92, 413, July 1, 1923.

A symposium by five European students who completed a five-months tour of American colleges and universities under the auspices of the National student forum.

**Hamilton, Edith.** Revising the Freshman curriculum. Education, 43:653-59, June 1923.

A discussion of the Freshman curriculum of women's colleges, and needed changes.

**Hunt, H. B.** The Allegheny college birth rate. Journal of heredity, 14:51-60, May 1923.

A study to determine if the birth rate among the graduates of Allegheny college has been reduced by the modern tendency of educated people to restrict the size of the family.

**Keller, A. G.** General practice. Yale review, 13:114-28, October 1923.

Says that a college should send out into the world each June a body of well-rounded products, fitted to understand and interpret a great genius when he is granted to man. Deprecates the premature tendency toward specialization in college courses.



**Kelly, F. J.** Adequate cost analysis as a basis for budget making. *Journal of educational research*, 7:410-20, May 1923.

This paper is concerned with costs in one university, namely, the University of Kansas, for the year 1921-22. A paper read before the Administrative research section, Educational research association, March 1, 1923.

**Kirkpatrick, J. E.** The American college president. *School and society*, 18:245-49, September 1, 1923.

A discussion of the different types of college president, his powers, etc.

**Kuo, P. W.** How can the universities of Pacific countries best promote international understanding and friendliness. *School and society*, 18:186-98, August 18, 1923.

The author, who is president of the National Southeastern university, Nanking, China, delivered the above address before the Pan Pacific section of the World conference on education, San Francisco, July 2, 1923.

**Lovett, Robert M.** Meiklejohn of Amherst. *New republic*, 35: 146-48, July 4, 1923.

Discusses the circumstances surrounding the resignation of President Meiklejohn.

**MacCracken, Henry Noble.** Democracy in American college government. *Yale review*, 12: 703-22, July 1923.

The author says "The history of the American college is the history of a steady growth towards democracy in its form of government."

**Mansbridge, Albert.** The older universities of England: Oxford & Cambridge. With drawings by John Mansbridge. London [etc.] Longmans, Green & co., 1923. xxiv, 296 p. plates. 8°.

Based upon a course of lectures delivered on the foundation of the Lowell institute, Boston, Mass., March 1922.

**Marvin, Cloyd H.** Relation of the university to the state. *School and society*, 18: 361-70, September 29, 1923.

Inaugural address of the president of the University of Arizona.

**Miner, J. B.** Tests of candidates for the Rhodes scholarship. *School and society*, 18: 297-300, September 8, 1923.

Discusses giving mental tests to candidates in addition to their usual records in school and college, and reports good results obtained in Kentucky, in December, 1922, when examinations were given for Rhodes scholarships.

**Pattee, Fred L.** The "log" unseats "Mark Hopkins." *Nation*, 117: 55-57, July 18, 1923.

Attacks the administration of our modern colleges. Deplores taking teachers from their chosen fields of work and placing them in mere administrative positions where their best services are lost to the student body.

**Pittenger, B. F.** Some factors governing enrolment in the higher state institutions of Texas. *School review*, 31: 511-17, September 1923.

This paper is adapted from a committee report prepared by the writer in collaboration with Professors A. C. Ellis and C. G. Haines.

**Price, Richard Rees.** The financial support of the University of Michigan; its origin and development. Cambridge, Mass., Harvard university, 1923. 58 p. incl. tables, diagr. 8°. (On cover: Harvard university. Graduate school of education. Harvard bulletin in education, no. viii. January, 1923)

**Rapeer, Louis Win.** A new type of university. *School and society*, 18: 156-62, August 11, 1923.

Description of the work of Research university, Washington, D. C., of which the author is president.

**Bobson, William A.** English and American university life: a contrast. Educational review, 66: 85-89, September 1923.

Should colleges restrict enrollment? Public affairs, 1: 18, September 1923.

Both sides of the question discussed, as a subject for debate by local assemblies of Uncle Sam's voters.

**Sutton, William S.** The office of university president. Texas outlook, 7: 5-6, August 1923.

Enumerates the duties and qualifications of a university president.

Tentative list of approved colleges of arts and sciences and junior colleges. Federation bulletin, 9: 177-85, August 1923.

Federation bulletin is published monthly by the Federation of state medical boards of the United States. The list is compiled by the Council on medical education and hospitals of the American medical association.

**Thomas, Norman.** Youth and the American colleges. Nation, 117: 106-7, August 1, 1923.

Discusses the spirit of youth as a mold of college liberalism.

**Thwing, Charles Franklin.** What studies make mind? An answer made through the Harvard law school and many colleges. Harvard graduates' magazine, 32: 29-44, September 1923.

**Wilson, Edmund.** Harvard, Princeton, and Yale. Forum, 70: 1871-79, September 1923.

A characterization of these three centers of the old culture as compared with what the author terms the Sears-Roebuck style of university.

**Wood, Ben D.** Measurement in higher education. Yonkers-on-Hudson, N. Y., World book co., 1923. xi, 337 p. tables, diags. 8°. (Measurement and adjustment series, ed. by L. M. Terman.)

The author of this book is assistant professor of collegiate educational research in Columbia University. The introductory chapter is contributed by the editor of the series, Dr. L. M. Terman.

**Woodbridge, Homer E.** The freshman English course. Educational review, 66: 7-13, June 1923.

Says the principal reason why the freshman course in English is not more successful is the fact that the majority of those who teach in it have had little special preparation for their work.

**Zook, George F.** Report on a survey of the North Carolina state college of agriculture and engineering. Raleigh, Bynum printing company, 1923. 22 p. 8°.

#### FEDERAL GOVERNMENT AND EDUCATION.

**Capen, Samuel P.** Do we need a national system of public schools? Educational review, 66: 1-4, June 1923.

Answers in the negative. Commends the new reorganization of the departments of the Government, which provides for a "Department of education and welfare." \*

**Clark, M. G.** A nationalized system of education. Elementary school journal, 24: 28-37, September 1923.

Concludes that the Federal government should bear one-seventh of the total cost of education, and this one-seventh should be applied particularly to the encouragement of a high type of teaching personality in the schools and community.

**Tigert, John J.** The reorganization of education in the United States government. American education, 26: 396-401, May 1923.

Also in Journal of social forces, 1: 526-28, September 1923.

#### SCHOOL ADMINISTRATION.

All-year schools. Texas outlook, 7: 6-8, September 1923.

A report on all-year-round schools made to the Instruction committee of the Board of education, Nashville, Tenn.

- Arizona.** State board of education. Survey of financial administration of the public schools of Arizona. [Phoenix, Ariz., The Manufacturing stationers, inc.] 1922. vii, 115 p. incl. tables, diagra. 4°.
- Coyle, J. M.** Buying methods by which quality can be assured in competitive buying. *American school board journal*, 67: 37-38, July 1923.  
This article is designed to aid those who purchase school supplies.
- Dickey, Samuel S.** A graphical representation of a school reporting system. Part II. *American school board journal*, 67: 55-56, July 1923.
- Harris, T. H.** The county unit. *Elementary school journal*, 23: 768-74, June 1923.  
Discusses the county-unit plan as operative in Louisiana. Says that it provides excellent school machinery.
- . Organizing a state school system for effective service. *Elementary school journal*, 24: 54-59, September 1923.  
Concludes that there should be a small overlapping state board of education appointed by the governor for long terms, which should have direct control of all state-supported educational institutions. There should be no other board with state functions. The superintendent should be unhampered in the selection of his staff.
- Henry, N. B.** Digest of a study of public education costs; prepared under the direction of the Committee on education of the Chicago association of commerce. [Chicago, The Chicago association of commerce, 1923] 29 p. diagra., tables. 4°.  
The digest is an exceedingly brief outline of a comprehensive study of public education costs made by the author. The complete study has not yet been published.
- Hines, Harlan Cameron, and Jones, Robinson G.** Public school publicity. New York, The Macmillan company, 1923. vii, 72 p. illus. 12°.  
An attempt to catalog for school administrators those publicity methods employed by the industrial world which may be used to advantage. Also presents a section on school and industrial publicity, through newspapers and reports, and gives a summary and recommendations.
- Hood, William B.** Does the county unit need better definition. *American school board journal*, 67: 35-36, 138, August 1923.  
"This study is important in that it shows what progress, or lack of progress, has attended the movement in the direction of the county unit of school government..."—Editor.
- Hughes, C. L.** The functions of the school superintendent in theory and practice. *American school board journal*, 67: 40-42, October 1923.  
The functions of a school superintendent are administration, professional study and growth, teaching, clerical work, supervision, and community leadership.
- Irwin, Harry N.** Dual administrative control in city school systems—a case study of its origin and development. *Elementary school journal*, 23: 664-75, May 1923.  
Second and concluding paper. Historical sketch of dual administrative control in Cleveland public schools, from 1868 to 1915.
- Jones, Reuben W.** Present-day school-board secretarial duties. *American school board journal*, 67: 35-36, September 1923.  
Contains a section on the "ideal secretary."  
An address before the Department of school administration, [National education association, July 1923.
- Reeder, Ward G.** Selecting the chief state school official. *American school board journal*, 66: 37-39, June 1923.  
Gives tables of methods of selecting chief state school officials as carried out in the different states.
- Strayer, George D.** The cost and the fiscal administration of schools. Some facts from the Educational finance inquiry. *Teachers college record*, 24: 315-19, September 1923.  
An address delivered at the meeting of the Department of superintendence of the National education association at Cleveland on February 27, 1923.

**Strayer, George D.** Financing American public schools. American educational digest, 42: 561-64, August 1923.

Report of the National finance inquiry commission, National education association convention, Oakland, July 1923.

The report puts the consideration of the support of education in the field of national statecraft.

Abstract of the report also printed in the American school board journal, 67: 54-55, 121, August 1923, and School and society, 18, 181-86, August 18, 1923.

**Texas. University.** Conference upon problems of educational administration in Texas. The University of Texas, Friday and Saturday, April 20 and 21, 1923. Austin, The University [1923] 154 p. 8°. (University of Texas bulletin no. 2311: March 15, 1923.)

**Toothaker, O. H.** A basic standard for the school budget. American school board journal, 67: 47-48, September 1923.

Discusses the relative units in a standard budget, and deals with the factors governing the variability in any specific local school system.

### SCHOOL MANAGEMENT.

**Anthony, J. W.** The principalship as an educational, moral and civic institution. Journal of education, 97: 485-88, May 3, 1923.

Writer gives reasons why a school superintendent must be the guide and leader of his community.

**Arnold, F. J.** Machinery for individual promotion and classification of pupils. Kentucky high school quarterly, 9: 1-54, July 1923.

The article is divided into seven chapters and contains a bibliography. Different plans for the promotion of pupils are given together with the author's own views on the subject.

**Cubberley, Ellwood T.** The principal and his school; the organization, administration, and supervision of instruction in an elementary school. Boston, New York [etc.] Houghton Mifflin company [1923] xviii, 571 p. tables, diagrs. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The problem set for this volume is the analysis of the work of a principal or supervising principal in the organization, administration, and supervision of instruction in an elementary school in a city, town, or county-unit school system, or of a supervising principal for a small group of closely related elementary schools.

**Fowkes, John Guy.** Evaluating school textbooks. New York, Boston, [etc.] Silver, Burdett and company [1923] v, 34 p. 12°.

**Ives, C. A.** A comparison of the 7-4 and 8-4 plans of school organization in certain schools of Arkansas, Mississippi, and Louisiana. Issued by Department of education, 1923. T. H. Harris, state superintendent. [Baton Rouge, 1923] 21 p. incl. tables. 8°.

**McAndrew, W.** The curriculum. Journal of the New York state teachers' association, 10: 125-30, May 1923.

The provisions for definite community service the author regards as the human element necessary in curriculum making.

**Monroe, Walter S.** Written examinations and their improvement, Paper 1. Historical outlook, 14: 211-19, June 1923.

To be continued.

The articles in this series are republished from Bulletin no. 9 of the Bureau of educational research, College of education, University of Illinois (University of Illinois bulletin, vol. XX, no. 7, October 23, 1922).

**Morrison, Henry C.** Supervised study. School review, 31: 588-603, October 1923.

Describes the theory and practice under which supervised study is carried on in the University high school of the University of Chicago.

**New Jersey.** Department of public instruction. Report of a public conference on the school curriculum of New Jersey, Newark, February 17, 1923. Trenton, N. J., State department of public instruction [1923] 51 p. 8°.

**Newlon, Jesse H.** Reorganizing city school supervision. *Journal of educational method*, 2:404-12, June 1923.

Read before the National conference on educational method, February 1923.

**Rich, Stephen G.** The educational functions of school discipline. *Educational review*, 66:143-46, October 1923.

Emphasizes the civic-training value of school discipline. Says that school discipline is a method of forming socially useful habits of obedience to socially constituted authorities.

**Ryan, H. H.** Grouping pupils for acceleration. *Elementary school journal*, 24:50-53, September 1923.

Describes methods pursued in the Blewett junior high school, St. Louis, Mo., which since its origin has had the majority of its pupils working on an accelerated program.

**Wherry, J. Elwood.** Elimination of waste through failures. *Pennsylvania school journal*, 72:71-74, October 1923.

Student conferences, parent conferences, capacity gauged by intelligence tests, and assignments varied according to capacity are suggested by author as means to reduce failures.

### EXTRA-CURRICULAR ACTIVITIES.

**Lewis, Grace T.** Centralizing student activities in the high school. *School review*, 31:612-26, October 1923.

Describes the plan of the Mount Vernon high school (Mount Vernon, N. Y.), which has a general organization that has "stood the test of time." It was chartered, with the approval of the Board of Education, on November 2, 1914. It is now functioning for a student body of 1,260.

**Shideler, J. W.** What is being done to regulate the amount of extra activities in which a pupil may participate? *Kansas teacher*, 17:9-10, August-September 1923.

**Worcester, D. A.** Fraternities and scholarship. *School and society*, 18:147-48, August 4, 1923.

A study based on data from 10 institutions, by the author who is director of the Bureau of educational research of the Kansas state teachers college, Emporia, Kansas.

### SCHOOL BUILDINGS AND GROUNDS.

**Balthis, Frank K.** Beautifying village school grounds. *American school board journal*, 66:43-45, 50-51, May, July 1923.

**Finegan, Thomas E., Engelhardt, N. L. and Perkins, Dwight H.** The school building survey and the school building program for the city of Harrisburg, Pennsylvania. [Harrisburg, Board of education? 1923?] 68 p. tables, diagra., maps. 8°.

**Kansas. University. Bureau of school service.** Survey report on school building program for the city of Ottawa, Kansas, by Bureau of school service, University of Kansas. Ottawa, Kans., Herald print [1923] 63 p. illus., diagra. 8°.

Survey committee: F. P. O'Brien, director; R. A. Kent, H. P. Smith.

**New Jersey. Department of public instruction.** School building survey, state of New Jersey, 1922. Trenton, N. J., MacCrellish & Quigley co., state printers, 1923. 128 p. 8°.

**Strayer, George D. and Engelhardt, N. L.** Report of the survey of the public school buildings and a proposed school building program for St. Joseph, Missouri, school year, 1922-1923. St. Joseph, Mo., Published by the Board of directors of the school district [1923] 103 p. illus., tables, diagra. 8°.

Associates were: E. S. Evenden, P. C. Packer, J. R. McLaughy, and A. H. Meese.

## SCHOOL HYGIENE AND SANITATION.

**Angis, Alfred.** Mouth hygiene in elementary school education. *School and society*, 18: 277-81, September 8, 1923.

Says: "Many medical and dental authorities have ... indicated that the mouth hygiene problem is not a purely dental issue but is mainly an educational problem."

**Brown, Sanger.** The mental and physical health of school children. *Journal of the American medical association*, 80: 1351-56, May 12, 1923.

Study based on a physical and psychological survey of 150 children in one of the probationary schools of New York City to which children are sent for observation.

**Chamber of commerce of the United States.** Health and physical education in the schools. Report. *Nation's health*, 5: 451-53, July 1923.

Condensed from progress report on surveys of school buildings and equipment, health and physical education in the schools, made by chambers of commerce in cooperation with the Civic development committee, Chamber of commerce of the United States.

**Daneshill, Theresa.** Health training in schools, a handbook for teachers and health workers. Prepared for the National tuberculosis association by Theresa Daneshill in consultation with Charles M. DeForest. New York, National tuberculosis association, 1923. xiii, 405 p. front. 8°.

**Lucas, William Palmer.** The health of the runabout child; the journey from mother's lap to the school gate. New York, The Macmillan company, 1923. 8 p. l., 229 p. front., pl. 12°.

**Luco, Dean S.** The work of a school physician. *Boston medical and surgical journal*, 189: 510-13, October 11, 1923.

**Raycroft, Joseph E.** Organizing a student health service. *Nation's health*, 5: 309-10, May 1923.

**Reesor, Mary.** Health in the Girls' continuation school of Newark, N. J. *Nation's health*, 5: 602-4, 652, September 1923.

**Sundwall, John.** Constructive health activities in public schools. *Journal of the American medical association*, 81: 378-81, August 4, 1923.

Urges the importance of school health activities. Says there is a lack of balance and coordination in present school hygiene teaching and administration. Gives curriculum for training of supervisors and teachers of school hygiene and physical education.

## PUBLIC HEALTH.

**American public health association.** Committee on public health training. Report. *American journal of public health*, 13: 837-41, October 1923.

Read before the Public health administration section of the Association, Cleveland, October 1923.

**Beard, J. Howard.** The school and public health. *School and society*, 18: 1-9, July 7, 1923.

The ways in which the school can make a great contribution to public health

## MENTAL HYGIENE.

**Craig, Sir Maurice.** Some aspects of education and training in relation to mental disorders. *Mental hygiene*, 7: 225-49, April 1923.

Discusses psychological phases of the subject.

**Morrison, Angus W.** Mental hygiene and our universities. *Mental hygiene*, 7: 258-70, April 1923.

Recommends the establishment in every university of a well-equipped students health service, with a good neuropsychiatrist.

**Terhune, William B.** Modern trends in juvenile mental hygiene. *Education*, 44: 65-77, October 1923.

Discusses the need for juvenile mental hygiene, the recognition of the maladjusting child, and treatment of cases.

## PHYSICAL TRAINING.

**Atkinson, E. K.** Motor efficiency study. *Playground*, 17: 266-68, August 1923. diagra.

An attempt to standardise athletic and physical ability tests upon an accurate fact basis.

**Brook, Dorothea E.** Some practical ideas about posture training. *American physical education review*, 28: 330-35, September 1923.

To be continued.

**Chase, Daniel.** Athletic administration in public schools. *American physical education review*, 28: 162-68, April 1923.

Address before the Athletic research society, New York, December 1922.

**Leonard, Fred Eugene.** A guide to the history of physical education. Philadelphia and New York, Lea & Febiger, 1923. 361 p. front. (port.) illus. 8°. (The physical education series, ed. by R. Tait McKenzie)

A comprehensive record of the development of physical education from the time of the Greeks and Romans to the present, both in Europe and America, which has previously not been accessible in the English language.

**McKenzie, E. Tait.** Exercise in education and medicine. 3d ed., thoroughly revised. Philadelphia and London, W. B. Saunders company, 1923. 601 p. illus. 8°.

Normal training in physical education. *Nation's health*, 5: 392-93, June 1923.

Based on an interview with Frances Musselman, principal of the Chicago Normal school of physical education. Discusses the activities of the school. Illustrated.

**Parmenter, D. C.** Some medical aspects of the training of college athletes. *Boston medical and surgical journal*, 189: 45-50, July 12, 1923.

Describes conditions at Harvard, where physical examinations eliminate the unfit.

**Prohaska, Charles J.** [Athletics for women] Interest developing in girls' activities. *Intercollegiate athletics*, 3: 21-22, September 1923.

**Templeton, Payne.** A plea for athletic sanity. *Inter-mountain educator*, 18: 299-303, May 1923.

It is the author's opinion that the liabilities of athletics far exceed the assets, and that enough good has not been accomplished to warrant the emphasis placed upon athletics.

**Trester, Arthur L.** The answer to high school athletics. *Journal of education*, 98: 268-70, September 20, 1923.

What one state, Indiana, is doing in athletics.

**Williams, Jesse F.** Standards for judging physical education practice. *American physical education review*, 28: 312-18, September 1923.

Read at annual convention of American physical education association, April, 1923.

## PLAY AND RECREATION.

**Bowen, Wilbur P. and Mitchell, Elmer D.** The practice of organized play; play activities classified and described. New York, A. S. Barnes and company, 1923. 6 p. l., 218 p. incl. diagra. 8°.

General bibliography: p. 193-196.

A correspondence course in recreation. *Playground*, 17: 294, August 1923.

Discusses a course given at the University of North Carolina, which is valued at half a unit and given in 16 correspondence lessons, outlining the topics in the course.

**Cottrell, H. Louise.** Pageantry on the playgrounds of East Orange. Playground, 17: 339-41, September 1923.

Describes the setting, costume, color, dance, music, of the pageants given.

**Holman, Genevieve Turner.** Suggestions to play leaders on summer playgrounds. Playground, 17: 278-81, August 1923.

Suggestions include posting a daily program, making special posters, using equipment and apparatus, group contests, badge tests, etc.

**Playground activities for adults.** Activities for older girls and women. Playground, 17: 357-58, September 1923.

**Street playgrounds.** Playgrounds, 17: 274-77, August 1923. Illus.

Gives instructions for organizing, directing, and maintaining street play, and the activities best adapted for it.

**White, Eva W.** Community centers in school buildings. Playground, 17: 319-24, September 1923.

Address given at the National conference of social work, Washington, D. C., May 16-23, 1923.

### SOCIAL ASPECTS OF EDUCATION.

**Caldwell, Otis W. and Finley, Charles W.** A social use of biology. Educational review, 66: 157-66, October 1923.

An effort to ascertain the kinds of biological information the public is receiving through the public press.

**Hance, Robert T.** Freshmen matrimonial ideals. Journal of heredity, 14: 159-62, July 1923.

Discusses some of the answers received from a college Freshman class examination question, "What characteristics I believe to be necessary in the person I shall some day marry."

**Leighton, Joseph A.** Liberal education and the social order. Educational review, 66: 131-35, October 1923.

Discusses liberal education as a solvent of social and industrial evils. Says that what the nation needs today is "a new birth of the essential spirit of liberal humanism."

**Probst, Ella M.** The school assembly as a socializing influence. American education, 26: 401-8, May 1923.

A description of the school assembly as conducted at the Longfellow school, Minneapolis, Minn.

**Boman, Frederick William.** La place de la sociologie dans l'éducation aux États-Unis. Paris, M. Giard, 1923. 428 p. 8°.

Principal thesis for the doctorate of letters, University of Paris.

Says that the sociologist and the educator are coming to depend more and more upon each other, and that the development of democracy in America has united education and sociology into one movement.

**Tufts, James H.** Education and training for social work. New York, Russell Sage foundation, 1923. xii [1], 240 p. 12°.

**White, Eva W.** Community centers in school buildings. Playground, 17: 319-24, September 1923.

Address given at the National conference of social work, Washington, 1923.

### PARENT-TEACHER ASSOCIATIONS.

**Cotterill, Flora B.** Several suggestions to parent-teacher clubs to help teachers. Journal of education, 97: 709-12, June 28, 1923.

**Moore, M. E.** Parent, teacher, and school. New York, The Macmillan company, 1923. xix, 395 p. charts, tables. 12°.



## CHILD WELFARE.

**American child hygiene association . . .** Transactions of the thirteenth annual meeting, Washington, D. C., October 12-14, 1922. Albany, J. B. Lyon company, printers, 1923. 406 p. 8°. (Headquarters of the association: 532 Seventeenth Street, N. W., Washington, D. C.)

The American child hygiene association was formerly the American association for study and prevention of infant mortality; it amalgamated with the Child health organization of America in January, 1923, to form the American child health association.

Contains: Emma Dolfinger: Training required by the nutrition workers in public schools, p. 44-47. 2. A. G. Schlink: Methods of work with the pre-school child in the city, p. 57-63. 3. Florence L. McKay: Methods of work for the pre-school child in the country, p. 64-70. 4. L. I. Dublin: The mortality of early infancy, p. 83-95. 5. B. B. Burritt: Adaptation of the child hygiene program to local conditions, p. 107-19. 6. Gertrude Hodgman: Education standards for child welfare nursing, p. 147-51. 7. Grace Abbott: Administration of the Sheppard-Towner act plans for maternal care, p. 198-201. 8. C. J. Grieves: The relation of nutrition to teeth, p. 225-32.

**Grossmann, Maximilian P. E.** A parent's manual. New York and London, The Century co., 1923. 2 v. 12°.

CONTENTS: v. I. Child problems, mental and moral.—v. II. Child problems in health and illness.

**Lovejoy, Owen E.** Child labor and education. *Journal of education*, 97: 656-59, June 14, 1923.

Discusses the welfare of the child both as a citizen and as a factor in our social and industrial future and the development of a comprehensive program of child welfare.

## MORAL EDUCATION.

**Brumbaugh, Martin G.** Moral meanings in education. *Normal instructor and primary plans*, 32: 28, September 1923.

**Forbush, William Byron.** Honesty in the home. *Child-welfare magazine*, 18: 24-26, September 1923.

Discusses the relations of young people to money, duty of fathers, etc.

— Teaching honesty in the school. *Child-welfare magazine*, 18: 59-61, October 1923.

**Neumann, Henry.** Education for moral growth. New York, D. Appleton and company [1923] xii, 383 p. 12°.

This book is addressed not only to teachers; but to parents and other persons interested in developing the spiritual idealism of young people. Many of its illustrations are drawn from the practice of the Ethical culture school of New York city, and others from various types of public and private schools.

## RELIGIOUS AND CHURCH EDUCATION.

**Baxter, Percival P.** The Bible in the public schools. *Journal of education*, 97: 628-30, June 7, 1923.

A plea by the State commissioner of education of Maine for the Bible in school.

**Cope, Henry Frederick.** Organizing the church school; a comprehensive scheme for religious educational activities for children and youth. New York, G. H. Doran company [1923] viii, [1], 11-255 p. 12°.

— ed. Week-day religious education; a survey and discussion of activities and problems. Pub. under the direction of the Religious education association. New York, G. H. Doran company [1923] 204 p. incl. charts. 8°.

CONTENTS: Introduction, H. F. Cope.—A survey of week-day religious education, E. L. Shaver.—A statement from field workers.—The aims of week-day religious education, G. H. Betts [and others].—Opposing theories of the curriculum, G. A. Coe.—Evaluation of curricula for week-day religious education, J. M. Artman.—Worship for week-day schools, Hugh Hartshorne.—The application of modern methods to week-day religious instruction, J. F. Hocio.—An evaluation of aims, B. S. Win-

chester.—The aim of week-day work, G. C. Stewart.—Relations to public education, J. B. Davis.—The cooperative denominational type, E. F. Ziegler.—The modern plan, W. S. Athearn.—The community plan, W. G. Seaman.—Week-day church schools of the individual church type, W. A. Squires.—The preparation and training of teachers in week-day schools, M. O. Hawthorne, C. M. Brunson.—The fine arts in the curriculum, H. A. Smith.—Problems of supervision, J. E. Stout.—Can growth in religion be measured, Hugh Hartshorne.—The legal basis, Carl Zollman.—Specific legal provisions, C. L. Dibble.—Findings of the convention.—Graphs and charts of the survey.—The workers in conference.

**Faria, Paul Patton.** Sunday school entertainments that educate. *Continent*, 54: 1162-4, September 27, 1923.

Short list of books included.

**French, Calvin H.** We need the Christian college. *Continent*, 54: 938, 942-43, July 26, 1923.

The author is president of Hastings college, Hastings, Neb., and was for some years one of the secretaries of the Presbyterian college board.

**M. Katherine, Sister.** The Duluth Catholic public schools. Washington, National Catholic welfare council, Bureau of education, 1923. 47 p. tables, diagra. 12°. (Education bulletins no. 12, September, 1923.)

A survey of the 11 schools, with chapters on normal progress, retardation and acceleration, class room products, and a general summary and recommendations.

**Knapp, E. C.** Side lights on the daily vacation Bible school. New York, Chicago [etc.] Fleming H. Revell company [1923] 128 p. 12°.

Bibliography: p. 124-128.

**McDermott, William F.** Is the church "holding its own" in education? *Continent*, 54: 937-38, July 26, 1923.

Says that "Protestantism owes nine-tenths of its leadership to its own institutions, and if it would have a continued feeder for its pastorates, mission fields, and other forms of specialized Christian service, it must carry on with its own colleges."

**Maus, Cynthia Pearl.** Grading and grouping church-school pupils. *Sunday-school journal*, 55: 525-26, September 1923.

**Middleton, E. L.** Building a country Sunday school. New York, Chicago [etc.] Fleming H. Revell company [1923] 159 p. diagra., plans, map. 12°.

An effort to standardise the work of the Sunday schools in rural communities, with definite suggestions as to how it may be brought about.

**Munro, Harry C.** Religious education at state universities. *Christian education*, 6: 472-81, June 1923.

Paper based upon a survey made by the question blank method, and reported in part to the Conference of church workers at state universities, January, 1923.

**Shaver, Erwin L.** Teaching adolescents in the church school; a plan-book for training leaders of youth based on the project principle. With an introductory note by Prof. George A. Coe. New York, G. H. Doran company [1923] xiv. 17-173 p. 12°.

"General bibliography": p. 163-70.

**Stout, John E. and Thompson, James V.** The daily vacation church school; how to organize and conduct it. New York, Cincinnati, The Abingdon press [1923] 119 p. 12°. (The Abingdon religious education texts. David G. Downey, general editor. Daily vacation church school series. George H. Betts, editor.)

**Thomas, David Edward.** Progress of religious education at state university centers during the last 20 years, and outlook for the near future. *Religious education*, 18: 237-40, August 1923.

The writer is the Congregational university pastor at the University of Nebraska.

**Tigert, John J.** Begin at the beginning. Sunday school journal, 55: 327-28, June 1923.

Speaks of the organization and methods of religious education, both in the Sunday school and the week day school of religion.

### MANUAL AND VOCATIONAL TRAINING.

**Bedell, Earl L.** Methods of teaching in a general shop. Industrial education magazine, 25: 38-41, August 1923. illus.

Author states that there are five phases through which the teacher must guide the shop class, namely, stimulation, planning, execution, appraisal, and generalization.

**Bonser, Frederick G. and Mossman, Lois Coffey.** Industrial arts for elementary schools. New York, The Macmillan company, 1923. xi, 491 p. illus. 8°.

Part I of this book discusses the meaning and purposes, scope and organization, and psychology of industrial arts; also the relationship of industrial arts to fine arts and to other subjects. The principles evolved in this section are applied in Part II to the subjects of foods, clothing, shelter, utensils, records, and tools and machines, by means of suggested studies.

**Eaton, Theodore H.** Vocational education in farming occupations; the part of the public high school. Philadelphia, Chicago & London, J. B. Lippincott co. [1923] 374 p. 12°. (Lippincott's rural education series, ed. by G. A. Works.)

This volume considers the purpose, the content, and the method of vocational education in agriculture under rational organization of the public high school as the agency of education.

**Gentry, C. B.** A method of deriving courses of study from occupational analyses of farming employments. American schoolmaster, 16: 134-47, April 1923.

Delivered before the National society for vocational education, Kansas City, Mo.

**Keller, Franklin J.** Standards of achievement and evidence of progress in part-time schools. Vocational education magazine, 1: 781-85, June 1923.

There must be developed in continuation schools such a technique as will be made apparent to the public.

**Land, S. Lewis.** The duties and responsibilities of the manual arts supervisors. Industrial arts magazine, 12: 373-76, October 1923.

**Miller, James C.** Training vocational teachers in Canada. Vocational education magazine, 2: 47-50, September 1923.

An account of the progress in this work in the provinces of Canada.

**Palmer, P. M.** The Federal technical school in Zurich. School and society, 18: 317-24, September 15, 1923.

A brief historical sketch of "the Polytechnikum."

**Prosser, Charles A.** Preparation for leadership in vocational education. Teachers college record, 24: 222-42, May 1923.

Mentions five great developments in education: 1. The demand for trained leadership in all fields of education; 2. An appreciation of the science of educational method; 3. The evolution of experimental work; 4. A quickened interest in health education; 5. The movement for vocational education.

**Selvidge, R. W.** How to teach a trade. Peoria, Ill., The Manual arts press [1923] 111 p. forms, illus. 12°.

**Small, R. O.** Part-time education. Vocational education magazine, 2: 60-64, September 1923.

From an address before the National council of education, Department of superintendence, National Education Association, March, 1923.

— Vocational education in state programs. High school quarterly, 11: 194-207, July, 1923.

Says: "Vocational education is an essential part of a democratic scheme of education."

**Snedden, David.** The industrial school situation. Vocational education magazine, 2: 1-2, September 1923.

Short historical sketch of what industrial education has accomplished, and is now doing.

**Stoner, Winifred Sackville, jr.** Truly constructive toys. Social progress, 7: 253-55, August 1923. illus.

"... Miss Stoner's ideas on art toys [are] illuminating and full of valuable suggestions."—Editor

### VOCATIONAL GUIDANCE.

**Doxsee, Herald M.** Getting into your lifework; a guide to the choice and pursuit of a vocation. New York, Cincinnati, The Abingdon press [1923] 169 p. ports. 12°. (The Abingdon religious education texts. David G. Downey, general editor. George H. Betts, associate editor.)

**Feingold, Gustave A.** The relation between the intelligence and vocational choices of high-school pupils. Journal of applied psychology, 7: 143-53, June 1923.

Says that only about 46 per cent of high school pupils make proper vocational choices—"choices that can be realized by them and which they will pursue with maximum satisfaction and efficiency."

**Fryer, Douglas.** Intelligence and interest in vocational adjustment; a statistical study. Pedagogical seminary, 30: 127-51, June 1923.

**Pendry, Eliza R.** Scientific methods of vocational guidance applied to the problem of recruiting for the library profession. Public libraries, 28: 349-54, July 1923.

Delivered before the annual conference of Massachusetts State library association, 1922. The author is in charge of U. S. Junior employment service, and instructor in occupations, California polytechnic school, San Luis Obispo.

**Peters, Iva Lowther.** A two-year experiment with vocational guidance in a woman's college. Pedagogical seminary, 30: 225-40, September 1923.

"This paper is a summary of some of the results up to the present (June, 1923) of an attempt in one of the women's colleges (Goucher college, Baltimore) to conserve and amplify the experiments in vocational guidance, etc."

**Pittsburgh.** Board of public education. Vocational guidance department. Vocational guidance bulletin, Pittsburgh public schools, Pittsburgh, Pennsylvania, 1922. [Pittsburgh, Penna., The Crescent press, 1923] 4 p. l., xi-xiv, 158 [2] p. plates. 8°.

**Schmidt, H. W.** A brief investigation of vocational trends among high school students in Wisconsin. Industrial-arts magazine, 12: 215-22, June 1923.

**Straus, Percy S.** The college man and business. Harvard graduates magazine, 31:507-12, June 1923.

Vocational guidance information. Industrial-arts magazine, 12: 369-71, September 1923.

Contains: Desirable information for boys' and girls' counselors; Self-analysis for counseling purposes.

Mr. H. E. Stone, educational and vocational guidance counselor at Erie, Pa., furnishes the outline for the above-named programs.

**White, William A.** Psychoanalysis and vocational guidance. Psychoanalytic review, 10: 241-60, July 1923.

### WORKERS' EDUCATION.

**Lindsay, Kenneth.** Workers' education that works. Survey, 50:632-34, September 15, 1923.

### AGRICULTURE.

**Getman, Arthur K.** Vocational agriculture in secondary schools. Educational review, 66: 103-6, September 1923.

Concludes that it is imperative that educational and agricultural agencies cooperate in developing a sound program for training young men and women for life in the open country.

**U. S. Federal board for vocational education.** Effectiveness of vocational education in agriculture. A study of the value of vocational instruction in agriculture in secondary schools as indicated by the occupational distribution of former students. Washington, Government printing office, 1923. 63 p. tables, diagra. 8°. (Bulletin, no. 82. Agricultural series no. 13. May, 1923).

— . . . Principles underlying the distribution of aid to vocational education in agriculture; bases of apportioning aid to local communities and limiting provisions under which aid is granted. June, 1923. Issued by the Federal board for vocational education, Washington, D. C. Washington, Government printing office, 1923. vii, 83 p. incl. tables. 8°. (Bulletin no. 84. Agricultural series no. 15)

— . Supervised practice in agriculture. Aims and values of such practice and responsibilities of pupils, teachers, state administrators and local boards of education. Washington, Government printing office, 1923. 55 p. tables, diagra. 8°. (Bulletin no. 83. Agricultural series no. 14. June 1923)

### HOME ECONOMICS.

**Andrews, Benjamin B.** Economics of the household; its administration and finance. New York, The Macmillan company, 1923. viii, 623 p. tables. 12°.

A treatise on the general administrative and financial background of the private family household. It is designed to serve as a guide to an economic plan of life for the individual and for the family.

**Brydon, Mary Evelyn.** Cooperation of vocational classes in home economics with other agencies in a health program. Vocational education magazine, 2 : 33-37, September 1923.

Illustrated with charts.

**Dyer, Elizabeth.** Textile fabrics, with a foreword by W. W. Charters. Boston, New York [etc.] Houghton Mifflin company [1923] xiv, 352 p. illus. 12°.

Appendix: Suggestions to teachers: p. 331-342.

**Gray, Greta.** . . . House and home; a manual and text-book of practical house planning. Philadelphia, Chicago [etc.] J. B. Lippincott company [1923] xi, 356 p. front., illus., plans. 12°. (Lippincott's home manuals)

"Suggestions to teachers and study group leaders": p. 331-38.

Bibliography: p. 339-43.

**The hot lunch: a symposium.** Journal of rural education, 2 : 418-24, May 1923.

Contains: 1. H. A. Bennett: Hot lunch served by a mothers' club. 2. C. L. Hopkins: A girls' hot lunch club. 3. L. A. Simmons: Hot lunch in a two-teacher school.

**Raitt, Effie I.** The demand for trained women in institutional management. Journal of home economics, 15 : 486-90, September 1923.

**Washington. State college, Pullman.** Library. Bibliography of the economics of textiles and clothing. (Prepared by the College of home economics and the College library for the use of librarians, home economics teachers, and others interested in collecting printed information on textiles and clothing conservation) Pullman, Wash., The Library, 1918. 44 p. 8°. (The State college of Washington. Library bulletin no. 6, August, 1918. Home economics series no. 3)

Compiled by Linda M. Clatworthy and Sadie J. Swenson.

### COMMERCIAL EDUCATION.

**Barlow, A. H.** Psychology in shorthand teaching. American shorthand teacher, 3 : 433-36, August 1923.

Address given at the Annual conference of the Metropolitan Gregg shorthand association, London, England, August 1922.

**Charles, F.** Commercial education. *Journal of education and School world* (London) 55: 525-27, August 1923.

Discusses commercial education in schools of Great Britain. Says that so far the ideal curriculum has still to be devised.

**Kelly, Roy Willmarth.** Fundamental objectives in commercial education as viewed by the personnel manager. *Vocational education magazine*, 2: 25-26, September 1923.

Summarises his criticism by saying that present methods "do not sufficiently prepare the student to make the right beginning as a bread-winner."

**Parsons, Floyd.** Harvard teaching business the way it teaches law. *World's work*, 46: 166-73, June 1923.

Discusses the training of young men for executive positions in business. Work of the Harvard graduate school of business.

**Walters, R. G.** High school commercial education. New York, I. Pitman & sons [1923] vii, 261 p. front., plates. 12°.

## PROFESSIONAL EDUCATION.

### MEDICINE.

**American medical association.** Seventy-fourth annual session, San Francisco, June 25-29, 1923. Report of the Council on medical education and hospitals. *Journal of the American medical association*, 90: 1923-37, June 30, 1923.

— **Council of medical education and hospitals.** Medical education in the United States. *Journal of the American medical association*, 81: 549-76, August 18, 1923.

Tabulated statistics of medical schools in the United States and Canada for 1922-23.

**Association of American medical colleges.** Proceedings of the thirty-third annual meeting, held at Ann Arbor, Michigan, March 2 and 3, 1923. 178 p. 8°.  
(Fred C. Zapffe, secretary-treasurer, 3431 Lexington Street, Chicago, Ill.)

Contains: 1. H. E. French: Problems of the two year medical schools, p. 14-20. Discussion, p. 21-26. 2. Thomas Ordway: Four years in medicine: the hospital medical school, p. 40, 58. Discussion, p. 58-63. 3. Theodore Hough: The premedical requirement in chemistry, p. 85-94. Discussion, p. 94-101. 4. C. R. Bardeen: Present ideals of the physical plant in medical education, p. 108-16. Discussion, p. 116-19.

**Proceedings of the annual Congress on medical education, medical licensure, public health and hospitals.** Chicago, March 5, 6 and 7, 1923. Chicago, American medical association [1923] 85 p. illus., plans, tables. 4°.

**Colwell, N. P.** Can the poor boy secure a medical education? *Journal of the American medical association*, 81: 577-78, August 18, 1923.

Study based on a questionnaire sent to fifty prominent universities. Covers premedical college work, medical college work, and means of support.

**Hewman, Sir George.** . . . Recent advances in medical education in England. A memorandum addressed to the Minister of health. London, H. M. Stationery office, 1923. 195 p. 8°.

**Robinson, G. Ganby.** The relation of medical education to the medical plant. *Journal of the American medical association*, 81: 321-23, July 28, 1923.

Discusses the proposed buildings, laboratories, etc., of the medical school of Vanderbilt university, and their educational features. Illustrated with plans.

### NURSING.

**Shields, Parmelia C.** The nurse and social hygiene. *Trained nurse and hospital review*, 70: 409-12, May 1923.

**Wilkinson, Julia P.** The education of the nurse in the principles of mental hygiene. *Mental hygiene*, 7: 538-64, July 1923.

Discusses the need of psychological and psychiatric knowledge for the nurse.

## ENGINEERING EDUCATION.

**Society for the promotion of engineering education.** Proceedings of the thirtieth annual meeting . . . Urbana, Ill., June 20-23, 1922. Pittsburgh, Pa., Office of the secretary, 1923. 292 p. 8°. (F. L. Bishop, secretary, Pittsburgh, Pa.)

Contains: 1. C. E. Chadsey: Teaching, p. 24-34; Discussion, p. 34-50. 2. L. W. W. Morrow: Teaching electricity to administrative engineering students by the use of the project method, p. 64-77; Appendix: p. 77-91. 3. Report of committee on methods of teaching to engineering faculty, Iowa college, Ames, Iowa, p. 92-120. 4. A. A. Potter and W. A. Knapp: Instruction to freshmen, p. 121-29; Discussion, p. 129-42.

**Bright, Alan.** Fluctuations in student enrollment in engineering courses in American universities and colleges. *Engineering education*, 13: 632-42, June 1923.

A statistical study illustrated with graphs.

**Engineering education and American industry.** New York city, National industrial conference board [1923] vii, 25 p. diags. 8°. (Special report No. 25.)

The National industrial conference board joined with the Society for the promotion of engineering education in appointing an advisory joint conference committee of industrialists and of educators and administrators in engineering schools to help guide the study of this problem.

## CIVIC EDUCATION.

**Archer, C. P.** School government as an educative agency. *School review*, 31: 430-38, June 1923.

Says that student participation in school government provides a splendid educational agency for training future American citizens, despite the fact that the plan is yet in an experimental stage.

**Buchholz, Heinrich E.** Of what use are common people? a study in democracy. Baltimore, Warwick & York (inc.), 1923. ix, 251 p. 12°.

The author makes a plea for the recognition of the average man and for the promotion of democracy in the United States. He deplors a tendency now seeming to prevail toward division of the American people into discordant classes and factions.

**Espey, Clara Ewing.** Citizen, jr. Teacher's manual. New York, Cincinnati, The Abingdon press [1923] 160 p. 12°. (The Abingdon religious education texts. David G. Downey, general editor. Week-day school series. George H. Betts, editor.)

**Forbes, Mildred P.** Good citizenship through story-telling; a textbook for teachers, social workers, and homemakers. New York, The Macmillan company, 1923. xi, 255 p. front., plates. 12°.

**Forsyth, Nathaniel F.** Training the junior citizen. New York, Cincinnati, The Abingdon press [1923] 304 p. front. 12°. (The Abingdon religious education texts. David G. Downey, general editor. George H. Betts, associate editor.)

**Hutchings, Mabel.** The teaching of citizenship through industrial arts. *Normal instructor and primary plans*, 32: 44, 90, September 1923.

**McFarland, Blanch B.** Young citizens in the making. Part I. *Normal instructor and primary plans*, 32: 40, 73, 78-79, September 1923.

A project in school citizenship.

**Smith, Paul T.** Pan-Americanism through our schools. *Education*, 44: 78-81, October 1923.

Suggests co-ordinating United States and colonial history in some way with the history of both Americas. Discusses the achievement of Pan-American solidarity through the medium of the public schools.

**Turkington, Grace A.** Community civics. Life, liberty, and the pursuit of happiness in the United States. Boston, New York [etc.] Ginn and company [1923] viii, 560, xxiii p. illus. 12°.

**U. S. Bureau of naturalization.** Citizenship instruction. The problem confronting the classes in Hackensack, N. J. Washington, Government printing office, 1923. 17 p. 8°.

A report on Americanization work accomplished in her school by Helen Ives Schermerhorn, principal of the Broadway night school, Hackensack, N. J.

**Woellner, Fredric P.** Education for citizenship in a democracy; a text-book for teachers in the elementary schools. New York, Chicago [etc.] C. Scribner's sons [1923] viii, 252 p. 12°.

**Wood, Will C.** Education for citizenship. American education, 27: 12-17, September 1923.

Delivered before the National education association, July, 1923.

### MILITARY EDUCATION.

**Rockwood, Alan C.** A history of the military department of the State university of Iowa. Iowa journal of history and politics, 21: 183-312, April 1923.

### EDUCATION OF WOMEN.

**Baker, Gertrude A.** Objectives in dancing for college women. Mind and body, 30: 102-6, June 1923.

Read at the convention of the Middle western section of the American physical education association, April 1923.

**Blitz, Anne D.** Education for womanhood. Teachers college record, 24: 243-48, May 1923.

Speaks particularly of the courses for training women to become deans of women at Teachers college, and the development of the same.

**Cowley, Elizabeth B.** A humanized course in mathematics for the first year in a woman's college. Education, 44: 92-99, October 1923.

**Enrolment of women in colleges.** Journal of the American association of university women, 16: 54, May 1923.

States that education for girls in the greater part of the United States is confined to coeducational schools, and very largely in state universities.

**Mosher, Clelia D.** Some of the causal factors in the increased height of college women. Journal of the American medical association, 81: 535-38, August 18, 1923.

Discusses the relation of change in fashion to increased height.

**Traquair, Ramsay.** Women and civilization. Atlantic monthly, 132: 289-96, September 1923.

Writer naively concludes that women are inferior to men in imagination, intuition, and the abstract qualities, but that she is at her best when working with her fellow citizens on useful schemes of social organization or improvement.

### NEGRO EDUCATION.

**Brawley, Benjamin.** Early effort for industrial education. [n. p.] 1923. 15 p. 8°. (On cover: The trustees of the John F. Slater fund. Occasional papers, no. 22.)

**Cooper, Richard Watson and Cooper, Hermann.** Negro school attendance in Delaware; a report to the State board of education of Delaware. Bureau of education, Service citizens of Delaware. Newark, Del., University of Delaware press, 1923. xxxii, 389 p. front., illus., tables, diags. 4°.

The findings on the subject as presented in this report are statistical facts of interest to education administrators wherever located. This study is to be followed by a similar one for the white schools of Delaware.

**Dillard, James H.** Fourteen years of the Jeanes fund, 1909-1923. [Durham, N. C., 1923] p. 193-201. 8°.

Reprint from the South Atlantic quarterly, vol. 22, no. 3, July 1923.



**Favrot, Leo Mortimer.** [A study of county training schools for negroes in the South. Charlottesville, Va., 1923. 85 p. diags., tables (partly fold.) 8°. (The trustees of the John F. Slater fund. Occasional papers, no. 23)]

Studies of negro education. *Journal of social forces*, 1:585-91, September 1923.

#### INDIAN EDUCATION.

**Garth, Thomas B.** A comparison of the intelligence of Mexican and mixed and full blood Indian children. *Psychological review*, 30:388-401, September 1923.

Paper read before the American psychological association, Cambridge, Mass., December 29, 1922.

#### EDUCATION OF THE DEAF.

**McManawdy, H. M.** A report of the use of standard tests in the Virginia school for the deaf. *Volta review*, 25:407-16, September 1923.

Concludes that the use of standard tests has definite value in schools for the deaf, as well as in schools for the hearing child.

**Menninger, Karl A.** The mental effects of deafness. *Volta review*, 25:439-45, October 1923.

#### EXCEPTIONAL CHILDREN.

**Atkinson, Robert K.** ... Plays for children in institutions. New York city, Department of recreation, Russell Sage foundation, 1923. 44 p. 8°. ([Russell Sage foundation, New York. Pamphlets] Rec. 155)

**Buswell, G. T.** The school treatment of mentally exceptional children. *Elementary school journal*, 23:683-93, May 1923.

Outlines a course in Practical banking to be used for groups of exceptionally bright children: the material does not appear in the regular course at all, and is intended for junior high schools social science departments.

**Doll, Edgar A.** New thoughts about the feeble-minded. *Journal of educational research*, 8:31-48, June 1923.

Read before the Special class section of the New York State teachers' association, Syracuse, N. Y., November 28, 1922. "Special class" in this paper is used to mean special classes for the feeble-minded.

**Fernald, Walter E.** The salvage of the backward child. *Boston medical and surgical journal*, 189:161-65, August 2, 1923.

Care and training of the feeble-minded in Massachusetts.

———. The subnormal child. *School and society*, 18:397-406, October 6, 1923.

Read at the meeting of the Harvard teachers association, April, 1923.

**Gillingham, Anna.** Educating the gifted child. *American review*, 1:401-12, July-August 1923.

The writer is principal of the Open-air department of the Ethical culture school, New York city, and writes out of her experience in working with children of superior intelligence in that school.

**Lurie, Louis A.** The subnormal and psychopathic child as exemplified in special clinic. *Journal of the American medical association*, 81:1262-66, October 13, 1923.

Discusses the effects of heredity and environment on the child, with reports of clinical cases of school children.

**Perkins, Nellie L.** The defective child—what can be done for it. *Mental hygiene*, 7:595-606, July 1923.

Discusses the preschool period, or oral education, and industrial training of the defective child. Outlines a program for the proper care and training of mentally defective children.

#### EDUCATION EXTENSION.

**Bach, Richard F.** The museum and the teacher; a note on teamwork. *Museumkunde (Berlin)* 17:58-61, June 1923.

## LIBRARIES AND READING.

**Certain, C. C.** Some sociological side lights upon the school library. *School and society*, 18: 324-26, September 15, 1923.

"The school library administered on sound sociological principles is a place of individual and group unity."

— *and Styles, G. W.* The school library as an architectural problem. *American school board journal*, 67: 40-42, July 1923. Part 1. The housing of the elementary school library in a remodeled classroom.

**Faherty, Martin C.** How to use the dictionary. New York, The Ronald press company, 1923. v, 108 p. 12°.

**Mason, Anna P.** The children's librarian in the community. *Library journal*, 48: 701-5, September 1, 1923.

"The growth of the work with young people has created an enlarged field of dignified service which calls for the best qualities of womanhood, and a high order of intelligence and education."

**Spaulding, Forrest B.** South American republics and library progress. *Bulletin of the Pan American union*, 57: 42-51, July 1923. illus.

The writer was recently director of libraries and school museums, Lima, Peru.  
Reprinted from the *Library journal*, April 15, 1922.

**Storey, Alice S.** A standardized high school library. *Midland schools*, 38: 10-11, September 1923.

"The librarian in the high school should combine the good qualities of both librarian and teacher and must be able to think clearly and sympathetically in terms of the needs and interests of high school students."

**Templeton, Charlotte.** Some essentials in prison library service. *Library journal*, 48: 663-64, August 1923.

"There should be professional librarians, a regular income to insure a live book collection, and an organization which gets books to all the men."

**Tingley, Louise.** Place of the library training class. *School life*, 9: 18, September 1923.

Gives the characteristics of a well-organized course.

**Training for library service.** *Library journal*, 48: 711-14, September 1, 1923.

An abridged form of the "Summary of findings and recommendations" which makes the concluding chapter of Dr. Williamson's report on "Training for library service," published by the Carnegie corporation, 522 Fifth Avenue, New York, N. Y.

**Which states read the most?** *School and society*, 18: 235-40, August 25, 1923. tables.

Ranks of the various states given as to the rate of circulation of ten leading magazines to the population of that state.

**Williamson, Charles C.** Training for library service; a report prepared for the Carnegie corporation of New York. New York, 1923. 4 p. l., 165 p. front. (map) tables, diagrs. 8°.

In preparing this study, all the professional library schools in the United States were visited and inspected, and an effort made to locate the strong and weak points of these schools and in the training offered. Following the general discussion is a summary of findings, and recommendations for the improvement of service rendered by library schools.

**Wilson, Louis B. and others.** The high school library. Chapel Hill, N. C., The University of North Carolina press, 1923. 48 p. plates. 12°. (On cover: University of North Carolina extension bulletin vol. II, no. 14. June 1, 1923)

## BUREAU OF EDUCATION; RECENT PUBLICATIONS.

**Agricultural education;** by George A. Works. Washington, Government printing office, 1923. 21 p. 8°. (Bulletin, 1923, no. 19.)

Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.

- Americanization in the United States**; by Fred J. Mahoney. Washington, Government printing office, 1923. 42 p. 8°. (Bulletin, 1923, no. 31.)
- An Americanization program**; by E. J. Irwin. Washington, Government printing office, 1923. 60 p. 8°. (Bulletin, 1923, no. 30.)
- Art education: the present situation**; by Royal Bailey Farnum. Washington, Government printing office, 1923. 20 p. 8°. (Bulletin, 1923, no. 13)  
Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.
- Athletic badge tests for boys and girls**; prepared for the Bureau of Education by the Playground and recreation association of America. Washington, Government printing office, 1923. 17 p. (Physical education series no. 2)
- The city school board**; by W. S. Deffenbaugh. Washington, Government printing office, 1923. 18 p. (City school leaflet no. 8)
- College entrance credits in commercial subjects**; by Glen Levin Swiggett. Washington, Government printing office, 1923. 22 p. 8°. (Commercial education leaflet no. 4)
- Consolidation and transportation problems. Report of the Second national conference on consolidation of rural schools and transportation of pupils.** Cleveland, Ohio, February 26, 1923; by J. F. Abel. Washington, Government printing office, 1923. 22 p. 8°. (Bulletin, 1923, no. 39)
- Consolidation of schools in Randolph County, Indiana**; by O. H. Greist. Washington, Government printing office, 1923. 12 p. illus. (Rural school leaflet no. 12)
- Diagnosis and treatment of young school failures**; by Helen Thompson Woolley and Elizabeth Ferris. Washington, Government printing office, 1923. 115 p. 8°. (Bulletin, 1923, no. 1)
- Educational extension**; by Charles G. Maphis. Washington, Government printing office, 1923. 32 p. 8°. (Bulletin, 1923, no. 24)  
Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.
- Educational progress and the parents**; by Orville G. Brim. Washington, Government printing office, 1923. 8 p. (Rural school leaflet no. 15)
- Educational work of the Knights of Columbus**; by Mark J. Sweany. Washington, Government printing office, 1923. 12 p. 8°. (Bulletin, 1923, no. 22)  
Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.
- Educational work of the Young Men's Christian Association**; by William F. Hirsch. Washington, Government printing office, 1923. 25 p. 8°. (Bulletin, 1923, no. 7)  
Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.
- Educational work of the Young Women's Christian Association**; by Education and research division, National board of Y. W. C. A. Washington, Government printing office, 1923. 24 p. 8°. (Bulletin, 1923, no. 26)  
Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.
- Educational surveys**; by Edward Franklin Buchner. Washington, Government printing office, 1923. 44 p. 8°. (Bulletin, 1923, no. 17)
- Enrollment in foreign languages, sciences, and commercial subjects in public high schools**; by Florence DuBois. Washington, Government printing office, 1923. 9 p. (Statistical circular no. 2)
- Federal aid to public schools**; by Fletcher Harper Swift. Washington, Government printing office, 1923. 47 p. 8°. (Bulletin, 1923, no. 47)

- Growing healthy children. A study made for the child health organization of America, now a part of the American child health association; by Mrs. Ina J. N. Perkins, revised by Julia Tappan. Washington, Government printing office, 1923. 35 p. 8°. illus. (School health studies no. 4)
- Higher education, 1920-1922; by George F. Zook. Washington, Government printing office, 1923. 33 p. 8°. (Bulletin, 1923, no. 34)
- Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.
- History of the Manual training school of Washington university (St. Louis Manual training school); by Charles Penney Coates. Washington, Government printing office, 1923. 86 p. illus. 8°. (Bulletin, 1923, no. 3)
- Junior high schools of Berkeley, California. Prepared by James T. Preston, Chairman, W. B. Clark, H. H. Glessner and D. L. Hennessey, in cooperation with H. B. Wilson, Superintendent of Schools. Washington, Government printing office, 1923. 48 p. plans, diagrs. 8°. (Bulletin, 1923, no. 4)
- The kindergarten and health; by Arnold Gesell and Julia Wade Abbot. Washington, Government printing office, 1923. 38 p. illus. 8°. (Health education no. 14)
- List of references on Home economics; prepared in the Library division, Bureau of education. Washington, Government printing office, 1923. 21 p. (Library leaflet no. 21)
- List of references on Secondary education in the United States. Prepared in the Library division, Washington, Government printing office, 1923. 10 p. (Library leaflet no. 22)
- Main streets of the nation, a series of projects on highway transport for elementary schools; by Florence C. Fox. Washington, Government printing office, 1923. 42 p. 8°. (Bulletin, 1923, no. 38)
- Medical education, 1920-1922; by N. P. Colwell. Washington, Government printing office, 1923. 17 p. 8°. (Bulletin, 1923, no. 18)
- Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.
- Organization and conduct of business: report of the Conference held by the United States Bureau of education in conjunction with the National commercial teachers' federation, Chicago, Ill., Tuesday, December 26, 1922; by Glen Levin Swiggett. Washington, Government printing office, 1923. 18 p. (Commercial education leaflet no. 5)
- Progressive tendencies in European education; by C. W. Washburne. Washington, Government printing office, 1923. 31 p. 8°. (Bulletin, 1923, no. 37)
- Public education in Oklahoma: a digest of the report of a survey of public education in the state of Oklahoma, made at the request of the Oklahoma state educational survey commission under the direction of the United States commissioner of education. Washington, Government printing office, 1923. 92 p. 8°. (Bulletin, 1923, no. 14)
- The public school system of Arkansas. Report of a survey made under the direction of the United States commissioner of education at the request of the Arkansas educational commission. Part II. Public school finance; by Fletcher Harper Swift. Washington, Government printing office, 1923. 110 p. 8°. (Bulletin, 1923, no. 11)
- Recent developments in educational journalism; by W. Carson Ryan, jr. Washington, Government printing office, 1923. 14 p. 8°. (Bulletin, 1923, no. 25)
- Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.

- Record of current educational publications, comprising publications received by the Bureau of Education to May 1, 1923. Compiled in the Library division of the Bureau of Education. Washington, Government printing office, 1923. 36 p. 8°. (Bulletin, 1923, no. 32)
- References on Preschool and kindergarten-primary education; compiled by Nina C. Vandewalker and Harriet E. Howard. Washington, Government printing office, 1923. 11 p. (Kindergarten circular no. 14)
- Report of a survey of the state institutions of higher learning in Kansas; made by a Commission composed of George F. Zook, Lotus D. Coffman, and A. R. Mann. Washington, Government printing office, 1923. 160 p. 8°. (Bulletin, 1923, no. 40)
- The rural-teacher situation in the United States; by Mabel Carney. Washington, Government printing office, 1923. 12 p. (Rural school leaflet no. 14)
- Sleep; by Harriet Wedgwood. Washington, Government printing office, 1923. 22 p. illus. (Health education no. 12)
- The social studies in civic education; by Edgar Dawson. Washington, Government printing office, 1923. 16 p. 8°. (Bulletin, 1923, no. 23)  
Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.
- Specimen junior high school programs of study; compiled by W. S. Deffenbaugh. Washington, Government printing office, 1923. 28 p. 8°. (Bulletin, 1923, no. 21)
- Statistical survey of education, 1919-20; by Florence DuBois. Washington, Government printing office, 1923. 41 p. 8°. (Bulletin, 1923, no. 16)  
Advance sheets from the Biennial Survey of Education in the United States, 1918-1920.
- Vocational education; by William T. Bawden. Washington, Government printing office, 1923. 26 p. 8°. (Bulletin, 1923, no. 28)  
Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.
- Work of the Bureau of education for the natives of Alaska; by William Hamilton. Washington, Government printing office, 1923. 4 p. 8°. (Bulletin, 1923, no. 45)  
Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.







DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

BULLETIN, 1924, No. 27

RECORD  
OF CURRENT EDUCATIONAL  
PUBLICATIONS

COMPRISING PUBLICATIONS  
RECEIVED BY THE BUREAU OF EDUCATION TO

JUNE 1, 1924



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CONTENTS.—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Psychological tests—Educational tests and measurements—Educational research—Special methods of instruction—Special subjects of curriculum—Elementary education—Rural education—Secondary education—Junior high schools—Teacher training—Teachers' salaries and professional status—Higher education—Junior colleges—Federal government and education—School administration—Educational finance—School management—Curriculum making—Extra-curricular activities—School buildings and grounds—School hygiene and sanitation—Social hygiene—Public health—Mental hygiene—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral education—Religious and church education—Manual and vocational training—Vocational education—Workers' education—Agriculture—Home economics—Commercial education—Professional education—Civic education—Americanization—Military and naval education—Rehabilitation of disabled—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

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## NOTE.

From time to time a classified and annotated record is issued, in bulletin form, of current educational publications received by the Library of the Bureau of Education to a certain specified date. The present list continues the record to June 1, 1924, immediately following Bulletin, 1923, no. 54, which comprised publications received by the Bureau of Education to October 15, 1923.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

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## EDUCATIONAL HISTORY AND BIOGRAPHY.

**Apollonio, Thornton D.** Boston public schools, past and present, with some reflections on their characters and characteristics. Boston, Wright & Potter [1923] 186 p. front., plates. 8°.

Gives a bird's-eye view of what has been accomplished in the Boston school system during the past quarter of a century, describing some of the important changes that have taken place. The narrative, however, occasionally makes brief excursions into earlier periods.

**Galdwell, Otis W., and Courtis, Stuart A.** Then and now in education, 1845: 1923. A message of encouragement from the past to the present. Yonkers-on-Hudson, N. Y., World book company, 1924. ix, 400 p. illus., plans, facsimiles, tables, diags. 8°.

The material here given makes possible a comparison in efficiency between the public schools as they were 75 years ago and as they are at present.

A222  
7  
✓  
**Grizzell, Emit Durcan.** Origin and development of the high school in New England before 1865. [New York, The Macmillan company, 1923] xvii, 428 p. front., plates, tables. 12°.

Thesis in education (Ph. D.)—University of Pennsylvania, Philadelphia, 1922.

According to Prof. Arthur J. Jones in the introduction, this study is a distinct contribution to the history of education. The author conclusively shows that the public high school, in New England at least, is distinctively American both in organization and purpose.

✓  
✓  
**Hansen, Allen Oscar.** . . . Early educational leadership in the Ohio valley; a study of educational reconstruction through the Western literary institute and college of professional teachers, 1829-1841. Bloomington, Ill., Public school publishing company [1923] 120 p. 8°. (Journal of educational research monographs, no. 5, 1923)

A177  
3  
**Haskins, Charles Homer.** The rise of universities. New York, H. Holt and company, 1923. ix, 134 p. 12°. (Brown university. The Colver lectures, 1923.)

2 copies  
This volume contains three lectures by Prof. Haskins on the subjects of the earliest universities, the mediæval professor, and the mediæval student. They constitute a general survey of the beginnings of universities and of university life in Europe, with many quotations from the original documents of the period. At the end is a bibliographical note which will serve as a guide to those who may wish to read further in the literature of early universities.

A209  
X3  
**Kandel, I. L., ed.** Twenty-five years of American education; collected essays. New York, The Macmillan company, 1924. xvi, 469 p. 8°.

This volume comprises contributions from a number of former students of Prof. Paul Monroe in appreciation of his completion of 25 years of service at Teachers college, Columbia university. These essays summarise the achievements in American education during the first quarter of the 20th century.

A501  
7  
**Osuna, John Joseph.** Education in Porto Rico. New York city, Teachers college, Columbia university, 1923. viii, 312 p. front. (fold. map), plates, tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 133)

Porto Rico presents a new problem in American education, since the island has to-day an American school system with 400 years of Spanish background. This volume gives a comprehensive history of educational activities in Porto Rico from the beginning of the Spanish occupation to the present.

64  
8P2  
**Parker, William Belmont.** The life and public services of Justin Smith Morrill. Boston and New York, Houghton Mifflin company, 1924. 378 p. front. (port.), plates. 8°.

One chapter of this biography is devoted to the services of Senator Morrill to education in promoting the land-grant college acts.

✓  
✓  
**Sanderson of Oundle.** London, Chatto & Windus, 1923. vii, 366 p. front., plates. 8°.

The career and personality of F. W. Sanderson and his contributions to educational method, as headmaster of Oundle school in England, are described fully in this book, which is the composite work of a number of persons who knew the subject intimately in life.

✓  
✓  
A2317  
S353  
**Simons, Lao G.** A Dutch text book of 1730. Mathematics teacher, 16: 340-47, October 1923.

Describes the arithmetic or the art of cyphering . . . together with a short treatise on algebra drawn up by Pieter Venema. . . . New York, 1730. First book containing algebra that was printed in the American colonies. Illustrated.

**Vose, Caroline E.** "Placing" students in colonial days. North American review, 219: 115-22, January 1924.

Discusses the old task of "placing" each student according to social position at recitation, at Commencement, and in chapel. "Placing" was in vogue at Harvard from the beginning and later adopted by Yale at its foundation in 1700. The custom lasted until about the time of the Revolutionary war.

**Wells, Guy Fred.** Parish education in colonial Virginia. New York city, Teachers college, Columbia university, 1923. 3 p. l., 95 p. 8°. (Teachers college, Columbia university. Contributions to education no. 138)

Bibliography: p. 93-95.

**Wells, H. G.** The story of a great schoolmaster. New York, The Macmillan company, 1924. ix, 176 p. front. (port.), plates. 12°.

Describes the career and educational methods of F. W. Sanderson, late headmaster of the Oundle school in England.

**Woody, Thomas.** Quaker education in the colony and state of New Jersey. A source book. Philadelphia, University of Pennsylvania, The Author, 1923. xii, 408 p. front. (map), illus., facsimils, diags. 8°.

For the use of students of the history of education, this writer gives a rather full account of the rise and development of the Friends' schools in New Jersey, with liberal selections from the original records. Since the purpose throughout has been historical, no survey of Quaker schools of the present day is here attempted.

## CURRENT EDUCATIONAL CONDITIONS.

### GENERAL AND UNITED STATES.

**National education association of the United States.** Addresses and proceedings of the sixty-first annual meeting, held at Oakland-San Francisco, California, July 1-6, 1923. Vol. LXI. Washington, D. C., National education association, 1923. xii, 1068 p. illus. 8°.

This volume contains the addresses and proceedings at the general sessions of the association, and at the meetings of the National council and of the various departments. The addresses and resolutions made at the World conference on education, held in San Francisco, June 28 to July 6, under the auspices of the National education association, are published in a separate pamphlet.

**Adams, John.** Advancement of education in the United States of America. Journal of education and School world (London), 56: 237-39, April 1924.

A general critique of education in the United States.

**Ballou, Frank W.** Education in the nation's capital. School and society, 19: 539-43, May 10, 1924.

Address broadcasted from radio station WRC, Washington, D. C., March 17, 1924.

**Brogden, L. C. and others.** Survey of the public schools of Lenoir county. Raleigh, State superintendent of public instruction, 1924. 233 p. illus., tables. 8°. ([North Carolina. Department of education] Educational publication no. 73. Division of supervision no. 17.)

The survey staff consisted of L. C. Brogden, director, assisted by Hattie S. Parrott, J. J. Blair, W. F. Credle, and E. E. Sams.

**Butterfield, Ernest W.** Educational surveys. Educational review, 68: 1-5, June 1924.

Says that the popularity of surveys has declined for the following reasons: (1) The surveys have not been standardized; (2) few surveys inspire confidence; and (3) gains made by surveys are not permanent.

**Campbell, Macy.** Bringing up the rear in education in Iowa. Journal of rural education, 3: 162-72, December 1923.

President's address delivered before the Iowa State teachers' association, Des Moines, November 1, 1922.

**Carnegie foundation for the advancement of teaching.** Eighteenth annual report of the president and of the treasurer. New York city, 522 Fifth avenue, 1923. vi, 166 p. tables. 4°.

In addition to the record of official proceedings and business of the foundation, this report contains a section by President H. S. Pritchett on the teacher's responsibility for our educational integrity. He says that the need at present is for a critical examination of the subjects comprised in the school curriculum, and for such gradual transformation and simplification of the studies and of the methods as investigation may show to be wise.

**Collamore, Edna A.** Accessory causes of first-grade retardation. *Elementary school journal*, 24: 766-72, June 1924.

Conditions in Worcester (Mass.) public schools described.

**Connecticut. State board of education.** A survey of the schools of West Hartford, made under the direction of the Connecticut state board of education at the request and with the cooperation of the Town school committee 1922-1923. [West Hartford, 1923] 151 p. maps, tables, diags. 8°.

**Gamoran, Emanuel.** Changing conceptions in Jewish education. In two books. New York, the Macmillan company, 1924. xiii, 239, viii, 186 p. 12°.

Book one—Jewish education in Russia and Poland. Book two—Principles of the Jewish curriculum in America.

**Highsmith, J. Henry.** High school progress in North Carolina. *High school quarterly*, 12: 97-99, January 1924.

The writer is State supervisor of high schools of North Carolina.

**Hoke, K. J. and Peters, D. W.** A brief study of the instruction in the white schools of Northampton county, Virginia, January, 1924. [Cape Charles, Va., C. S. Turner, printer-stationer, 1924] 26 p. incl. tables, diags. 8°.

**Holt, Mildred and others.** Mental age and school attainment of 1,007 retarded children in Massachusetts. *Journal of educational psychology*, 15: 297-301, May 1924.

**Horton, Rouchen.** A brief study of illiteracy in the United States. *Peabody journal of education*, 1: 108-14, September 1923.

Some facts concerning illiteracy in the United States are assembled and interpreted in this paper.

**Judd, Charles H.** The junior schools of San Antonio, Texas. *Elementary school journal*, 24: 732-41, June 1924.

Says that much of the instruction is aimed at the discovery of the pupil's aptitudes.

**Kandel, I. L.** The International institute of Teachers college. *Teachers college record*, 24: 366-73, September 1923.

About 2,000 students from other countries have been brought to this institution, and many college presidents, chancellors, deans, and administrators and teachers in important positions, have been trained here.

**Law, Timothy Tingfang.** China in American school textbooks. A problem of education in international understanding and world wide brotherhood. Peking, China, The Chinese social and political science association, 1923. vi, 154 p. 8°.

Special supplement of the Chinese social and political science review, July, 1923, with an introduction by P. P. Claxton.

**McAndrew, William.** Planning the upkeep. *World's work*, 47: 308-19, 425-35, 552-61, 666-76, 48: 69-77, January-May 1924. illus.

Fifth to ninth papers inclusive in a series dealing with schools and school methods in the United States.

**MacCaughy, Vaughan.** The unfair distribution of school opportunities. *Educational review*, 67: 130-34, March 1924.

Discusses the educational situation in California.

**Manuel, Herschel T. and others.** The Surface creek survey; an educational survey of school districts numbers 6, 9, 18, 22, 23, and 24 of Delta county, Colorado. [Delta, Colo.] Authorized and pub. by the boards of education of the districts surveyed, 1924. 127 p. tables, map. 8°.

**Mead, Arthur E.** The evolution of experimental schools. School and society, 18: 751-61, December 29, 1923.

The term "experimental schools" is here meant to include, 1st, schools which have made marked innovations from current practices, and 2d, schools which have been established for the conscious aim of experimentation.

**Neale, Mervin G.** Studies of instruction in the Austin, Minnesota, public schools. Minneapolis, Minn., 1923. x, 96 p. incl. tables, diagrs. 8°.  
(Bulletin of the University of Minnesota. vol. xxvi, no. 45. College of education. Educational monograph no. 2)

**Newark, N. J.** Board of education. Nationality and age-grade surveys in the public schools of Newark, N. J. Newark, N. J., Board of education, 1923. 45 p. incl. tables, diagrs. 8°. (On cover: Monograph no. 11)

**Odell, Charles W.** How much are Illinois pupils out of school? Elementary school journal, 24: 755-65, June 1924.

Presents data showing how many semesters the pupils in a number of Illinois school systems have been out of school. Says that a majority of the pupils who are out of school as much as a semester at a time do not make up the work on their return.

... The progress and elimination of school children in Illinois. Urbana, The University of Illinois, 1924. 76 p. 8°. (On cover: University of Illinois bulletin. vol. xxi, no. 38. Bureau of educational research. College of education. Bulletin no. 19)

**Phillips, Frank M.** Comparison of incomes, illiteracy, length of school session, and years of school life, by states. American school board journal, 68: 39, 104, June 1924.

The data selected cover the years 1918, 1919, 1920, and 1921.

**Pinchot, Gifford.** The schools of Pennsylvania. School and society, 19: 53-57, January 19, 1924.

Address by the governor of the state before the State educational association, Philadelphia, December 27, 1923.

The results of instruction in different types of elementary schools in state of Kansas. Report of a survey made for the State school code commission. 1921-22. Pittsburg, Kansas, Kansas state teachers college press [1924?] 46 p. tables, diagrs. 8°. (Kansas studies in education)

The committee which conducted the study: F. P. O'Brien, D. A. Worcester, E. N. Mendenhall.

Published as a joint bulletin of the University of Kansas, State teachers college of Emporia, and State teachers college of Pittsburg.

**Reynolds, Eollo G.** Publicity for the public schools. Teachers college record, 25: 89-97, March 1924.

A description of several ways of advertising the public school so that citizens will demand better schools than they have had.

**Speranza, Gino.** The immigration peril: The national issue of the American public school. World's work, 47: 479-90, March 1924.

**Vincent, Elizabeth.** The Lincoln school. New republic, 37: 330-33, February 20, 1924.

Discusses the work of the Lincoln school of Teachers college, Columbia university, New York.

**Voorhis, John B.** An educational test for the ballot. *Educational review*, 67: 1-4, January 1924.

Discusses illiteracy. Gives a sample of the New York state regents' literacy test, and urges the adoption of such a test by the Federal government.

**White, Arthur C.** Culture for unwilling students. *Forum*, 71: 77-82, January 1924.

Contents that most students regard college as "a glorified combination of country club and vocational school." They are indifferent to culture.

#### FOREIGN COUNTRIES.

**Allen, H. H.** Student difficulties in Germany. *Educational review*, 67: 191-94, April 1924.

Describes the work of the *Studenthilfe*, a cooperative society, which aids German students in every way, from the provision of clothing, food, and shelter, to the supply of books, jobs, and vocational guidance. Hardships and sufferings of German students told.

**Asker, William.** The proposed reorganization of the secondary-school system of Sweden. *School review*, 31: 689-703, November 1923.

**Bonner, G. H.** Education and "economy." *Nineteenth century*, 95: 124-31, January 1924.

Conditions of education in England described.

**Brereton, Cloudealey.** The democratic element in French education. *Journal of education and School world* (London), 56: 95-98, February 1924.

**Chang, Peng Chun.** Education for modernization in China; a search for criteria of curriculum construction in view of the transition in national life, with special reference to secondary education. New York city, Teachers college, Columbia university, 1923. 3 p. l., 92 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 137)

"A selected bibliography on the chief conditioning circumstance of modern progress:" p. [87]-92.

**Diels, P. A.** Reforms in Holland. *Journal of education and School world* (London), 56: 793-95, May 1924.

Educational policy of the new British government. *School and society*, 19: 288-89, March 8, 1924.

Reprinted from the London Times.

**Fisher, H. A. L.** Lines of advance in education. *Contemporary review*, 124: 441-47, October 1923.

An address to the Cambridge Liberal summer school, discussing recent educational progress in England.

**Hill, William Bancroft.** The American university at Cairo [Egypt] *Missionary review of the world*, 47: 269-76, April 1924. illus.

This institution is doing in Egypt what Robert college is doing in Constantinople, and what American university (formerly the Syrian Protestant college) is doing in Beirut.

**Huddleston, Sisley.** Is civilization menaced? The plight of European education. *Atlantic monthly*, 133: 265-75, February 1924.

It seems to the writer that Western civilization is in danger because education is in danger. The status of education is worst on the European continent outside of France, but bad also in the latter country. There is hope for the future, however, especially in the recognition of education as an international interest.

**King, Maurice.** Education in the Argentine. *Modern languages* (London), 5: 34-38, December 1923.

**Kuntz, C.** Education in soviet Russia. *School and society*, 19: 563-75, May 17, 1924.

**Londonderry, Marquis of.** Public education in northern Ireland: the new system. *Nineteenth century*, 95: 328-34, March 1924.

Describes the provisions of the new education act, which was passed by the northern parliament in June 1923.

**Lowenthal, Marvin.** Anti-semitism in European universities. *Nation*, 117: 547-51, November 14, 1923.

Discusses anti-semitism in the chief university centers of Austria, Czechoslovakia, and Poland.

**Lupi, Dario.** *La riforma Gentile e la nuova anima della scuola.* Roma, Milano, Mondadori [1924] 4 p. l., [11]-441 p. 2 ports. '12°.

**MacInnes, C. M.** The civic university and the state. *Fortnightly review*, 114: 643-57, October 1923.

Discusses the relations which should exist between the state and the university as exemplified in England.

**Méras, Albert A.** The "eternal controversy" in French secondary education. *Teachers college record*, 24: 426-37, November 1923.

An historical résumé of the quarrel between the classicists and the modernists.

**Nunn, T. Percy.** The education of the people. *Nature (London)*, 112: 692-94, 695, November 10, 1923.

A study of the trend of education; its scientific and aesthetic values, with general reference to conditions in England.

Also in *School and society*, 18: 511-20, November 3, 1923.

**Perry, Arthur C., jr.** The new study plan of the French elementary schools. *Educational administration and supervision*, 9: 453-64, November 1923.

Discusses the new programs, which were revised under regulations issued February 23, 1923.

**Rein, Wilhelm.** Reorganization of German schools. *Educational administration and supervision*, 9: 448-50, October 1923.

Summary of an address by Professor Wilhelm Rein, of the University of Jena, delivered before the Teachers' association of Upper Austria, convening at Linz, October, 1921.

**Richards, S. A.** The new curriculum in French secondary schools. *Journal of education and School world (London)*, 56: 87-88, February 1924.

Discusses the reaction in favor of the classics.

**Schmid, M. C.** Educational reforms in Austria. *Journal of education and School world (London)*, 56: 161-64, March 1924.

**Secondary schools in Russia under the Bolsheviks (1917-1922).** *Contemporary review*, 124: 763-67, December 1923.

Translated from the Russian. Signed: A former head-teacher.

**Stratton, Clarence.** The progress of education in England. *Educational review*, 67: 121-29, March 1924.

Describes the democratization of education in England, especially since the World war; the revolt against the classics and the traditional ideals of the public secondary schools; and the growth of the scientific and commercial studies.

**Strong, Anna L.** The new educational front in Russia. *Survey*, 51: 437-42, 484-86, February 1, 1924.

Says that pedagogical ideas in Russia are modeled more on the Dewey ideas of education than on anything else we know in America.

**Thompson, Donna F.** The teachers of England and self-government. *School and society*, 19: 509-13, May 3, 1924.

The National teachers' union hopes to achieve self-government by means of the Teachers' registration council, which represents the whole body of the teachers of England.



**Trelles, Carlos M.** Primary instruction in Cuba; a comparison between it and that of other countries. *Inter-America*, 7: 401-43, June 1924.

An address delivered in the Instituto de segunda enseñanza of Matanzas, Cuba, August 26, 1923.

**Tutyshkin, Peter.** Pedology at Moscow and Russian-American educational cooperation. *School and society*, 19: 40-45, January 12, 1924.

**Vasconcelos, José.** Educational aspirations. *Survey*, 52: 167-69, May 1, 1924.

Present status of education in Mexico.

**Venables, E. M.** Our public school system. *Nineteenth century*, 94: 734-44, November 1923.

Discusses and analyzes the courses of study of the public schools of England.

**The Yearbook of the universities of the Empire, 1924.** Ed. by W. H. Dawson and pub. for the Universities bureau of the British Empire. London, G. Bell and sons, ltd., 1924. xii, 756 p. 12°.

### EDUCATIONAL THEORY AND PRACTICE.

**National society for the study of education.** Twenty-third yearbook. Part I, The education of gifted children. Part II, Vocational guidance and vocational education for the industries. Bloomington, Ill., Public school publishing company, 1924. 2 v. 8°. (Edited by Guy M. Whipple, Secretary)

Contains: Pt. I.—1. Historical and introductory, G. M. Whipple, p. 1-24. 2. Methods of selecting superior or gifted children, Bird T. Baldwin, p. 25-47. 3. Problems of organization, p. 49-64. 4. Some administrative phases in the education of gifted children, L. O. Smith, p. 65-72. 5. Curriculum for the gifted, Ernest Horn, p. 73-89. 6. Curriculum for gifted children, H. O. Rugg, p. 91-121. 7. Personal and social characteristics of gifted children, Helen Davis, p. 123-44. 8. Democratic idea and the education of gifted children, H. G. Townsend, p. 145-54. 9. The physical and mental traits of gifted children, L. M. Terman, p. 155-67. 10. Education and achievements of gifted children, L. M. Terman, and J. C. DeVoss, p. 169-84. 11. Case studies of gifted children, C. W. Waddle, p. 185-207. 12. Miscellaneous experimental and statistical studies of gifted children, various authors, p. 209-388. 13. Annotated bibliography on gifted children and their education, T. S. Henry, p. 389-443. Pt. II.—Section 1. Vocational guidance, p. 3-198. Section 2. Vocational education for the industries, p. 201-435.

**Allen, William H.** Next steps in educational surveying. *Educational review*, 67: 78-80, February 1924.

Says that much of the surveying has seemed to paralyze the ability of small and large communities to think independently about their own school needs and services.

**Barr, A. S.** A plan for securing the cooperation of teachers in the improvement of instruction. *Elementary school journal*, 24: 662-72, May 1924.

Presents a plan for the conservation of instructional ideas derived from the teaching body of Detroit, Mich.

**Betts, George Herbert.** The mind and its education. 3d ed., rev. and enl. New York, D. Appleton and company [1923] xx, 360 p. illus. 12°.

**Bode, B. H.** Objectives in education. *School and society*, 18: 546-52, November 10, 1923.

To determine the social significance and purpose to be attached to education is the first task. Modification in the selection of educational materials and in methods of teaching, and reorganization along these lines in our teaching and in teacher training, furnishes our present obligation and opportunity.

**Breed, Frederick S.** Teaching the class and reaching the pupil. *School and society*, 18: 691-96, December 15, 1923.

Arguments against the present system of chronological classification and the use of a common curriculum for all.

A Kappa Phi Kappa address at Allegheny college, June 1923.

**Chassell, Clara F.** Some serviceable definitions of education. *Education*, 44: 308-18, January 1924.

Bibliography of graded references on p. 317-18.

**Courtis, S. A.** The factor concept in education. *School and society*, 19: 413-23, April 12, 1924. diags.

Read at the Education section of the American association for the advancement of science, Cincinnati, 1923.

**Davidson, Isobel.** Training in the right use of leisure. *Journal of rural education*, 3: 298-304, March 1924.

Discusses three questions. Is leisure the great opportunity school of mankind? If so, is it being wasted? If it is, what can established formal education do to remedy the situation?

**Dewey, John.** Culture and professionalism in education. *School and society*, 18: 421-24, October 13, 1923.

Given at the opening exercises of Columbia university, September 1923.

**Fenton, Norman and Howard, Lowry S.** The challenge of the private school. *Journal of educational research*, 9: 22-28, January 1924.

Discusses the relative merits and demerits of private and public schools when contrasted.

**Field, John Wesley.** The concentric method of study and teaching. *Journal of educational research*, 9: 382-89, May 1924.

The writer tried out the method as an experiment in a course in psychology in the Junior college of Kansas City, Mo.

**Finegan, Thomas E.** Education and industry. Washington, D. C., National Capital press, inc. [1924] 13 p. 8°.

Preprint from the "Educational record" for April, 1924.

**Higgins, James.** Fundamentals of pedagogy; a textbook for Catholic teachers. New York, The Macmillan company, 1923. xiv, 266 p. 12°.

**Kilpatrick, William H.** New aims in education. *World tomorrow*, 4: 310-12, October 1923.

Says the situation calls for a new vision of life and education and of the relation of education to life.

— Source book in the philosophy of education. New York, The Macmillan company, 1923. viii, 365 p. 8°. (Textbook series, ed. by P. Monroe.)

Material for supplementary reading in connection with a course in the philosophy of education is here presented, especially with the design of rendering many short and inaccessible references easy of access. The references given in this source book are classified under 22 chapter headings. Care has been taken to state all sorts of opposed views and positions, so that the student may be forced to think before he accepts.

**Klapper, Paul.** Educational aims and social progress. *American review*, 2: 190-97, March-April 1924.

**Lake, Charles H.** The stabilizing factor in education. *Chicago schools journal*, 6: 81-86, November 1923.

**Lott, Henry C.** Criticisms of education—a symposium. *American schoolmaster*, 17: 130-43, April 1924.

Excerpts from speeches of prominent educators, editors, ministers, etc.

**Madsen, I. N.** To what extent can intelligence be made to function in educational achievement? *American school board journal*, 68: 63-65, May 1924.

Illustrated by tables.

**Minor, Ruby.** Principles of teaching practically applied. Boston, New York [etc.] Houghton Mifflin company [1924] xiii, 281 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

**Neumann, Henry.** Should history of education be scrapped? *Educational review*, 67: 16-19, January 1924.

Contents that the history of education is replete with values, and especially ethical values, which far outweigh the importance of immediate, technical efficiency.

**Otto, M. C.** How vs. somehow in education. *School and society*, 18: 696-700, December 15, 1923.

The pedagogy of Calvin and that of Rousseau are contrasted.

**Rich, Stephen G.** A claim for new procedures in education. *Educational review*, 68: 18-20, June 1924.

Urges modern testing instead of guesswork, sociological criteria for school functions instead of habit, and training in citizens' activities instead of anarchy in school.

**Robinson, James Harvey.** The humanising of knowledge. New York, G. H. Doran company [1923] 119 p. 12°.

According to the author of this book, specialization places science in danger of losing touch with the ordinary man and woman. After commenting on mankind's general indifference and even hostility to scientific truth, he pleads for the democratization of scientific knowledge and urges scientists to express their discoveries and conclusions in a form which will appeal to the great mass of readers.

Should we endeavor to secure uniformity in educational terminology? *School and society*, 19: 134-38, February 2, 1924.

A letter by Prof. M. V. O'Shea, and a reply to it by Prof. A. Duncan Yocum.

**Smith, Eugene Randolph.** Education moves ahead; a survey of progressive methods. Boston, The Atlantic monthly press [1924] xiii, 145 p. front., plates. 12°.

The author of this book is president of the Progressive education association, and has had much experience in applying the educational methods which this organization advocates. Charles W. Elliot, president emeritus of Harvard university, contributes an introduction to the volume, which aims to increase the cooperation of parents, schools, and the public in the physical and moral education of the children.

**Smith, Payson.** Aims in American education. *School and society*, 19: 274-76, March 8, 1924.

An address by radio over station WMAQ.

**Snedden, David.** Objectives in school education: how shall their foundations be distinguished? *Educational review*, 67: 239-46, May 1924.

**Suzzallo, Henry.** Our faith in education. Philadelphia and London, J. B. Lippincott company [1924] 108 p. 12°.

Holds that the effectiveness of popular government depends upon the competency of the public school system.

**Thwing, Charles Franklin.** What education has the most worth? A study in educational values, conditions, methods, forces, and results. New York, The Macmillan company, 1924. x, 235 p. 8°.

**Wilson, G. M.** A curriculum platform. *Journal of education*, 98: 657-60, December 27, 1923.

"Prepared and adopted by students in Boston university, 1923 Summer session, under direction of Prof. G. M. Wilson."

**Wilson, Harry B.; Kyte, George C. and Lull, Herbert G.** Modern methods in teaching; a concrete consideration of the teacher's classroom problems. New York, Newark [etc.] Silver, Burdett and company [1924] v, 286 p. tables. 12°.

This manual is divided into three parts giving respectively the philosophical background of modern classroom procedure, the nature and motivation of the work in a modern socialized school, and the effective organization of teaching procedure.

## EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

**Allen, Alice B.** The value of knowing the child's biography. Educational review, 66: 262-65, December 1923.

Discusses the value of knowing the child's history so as to understand better his mental requirements. Study based on investigation of 70 ninth-grade pupils in the Morrison Waite high school, Toledo, Ohio.

**Baker, S. Josephine.** The growing child. Boston, Little, Brown and company, 1923. ix, 230 p. front., plates. 12°.

The author of this book is director of the Bureau of child hygiene, Department of health, New York city. The volume deals with the health problems of the younger children, from two to six years of age. Because during this age period the child is particularly susceptible to many contagious diseases and to many of the more common infectious diseases, large space is devoted to a discussion of methods of controlling these diseases and caring for them at home.

**Baldwin, Bird T.** Mental development of children. Psychological bulletin, 20: 665-83, December 1923.

A general review of the literature of the subject that has been published during the past two years.

**Bolton, Frederick Elmer.** Everyday psychology for teachers. New York, Chicago [etc.] C. Scribner's sons [1923] 443 p. fold., diagr. 8°.

A new text in educational psychology, for the shaping of which the author acknowledges his particular indebtedness to the influence of three great Americans—G. Stanley Hall, William James, and John Dewey.

**Cutten, George B.** Inherited instincts in children. Kiwanis magazine, 9: 149-50, 192, April 1924.

**Dougherty, Mary L.** The relation between physical and mental development. Elementary school journal, 24: 130-34, October 1923.

A study based on psychophysical and mental tests of two children (brother and sister) in the university elementary school of the University of Chicago.

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33 **Downey, June E.** The will-temperament and its testing. Yonkers-on-Hudson, N. Y., World book company, 1923. v, 339 p. diagrs. 12°.

This study deals with the relatively permanent human quality which the author terms will-temperament. She believes temperament to be determined (1) by the amount of nerve energy possessed by the individual and (2) by the tendency for such energy to express itself immediately in motor reaction.

**Drummond, Margaret.** Some contributions to child psychology. London, E. Arnold & co., 1923. viii, 151 p. front. 12°.

**Hart, Hornell Norris.** . . . Progress report on a test of social attitudes and interests. Iowa City, The University, 1923. 40 p. 8°. (University of Iowa studies in child welfare. Bird T. Baldwin, ed. vol. II, no. 4)

On cover: University of Iowa studies. 1st ser. no. 69. July 1, 1923.

**Kennedy-Fraser, David.** The psychology of education. London, Methuen & co. ltd. [1923] viii, 201 p. diagrs. 12°.

**Lander, C. H.** General intelligence and mechanical ability. [n. p., 1924] p. [181]-190. diagrs. 8°.

Reprinted from the Peabody journal of education, vol. I, no. 4, January 1924.

**La Rue, Daniel Wolford.** The child's mind and the common branches. New York, The Macmillan company, 1924. x, 483 p. illus. 8°.

This manual of practical educational psychology views the process of teaching the common-school subjects to children as the forming of bonds in the brain, and undertakes to show how the best results may be accomplished.

**McGrath, Marie Cecelia.** A study of the moral development of children. [n. p., 1923] 2 p. l., 190 [1] p. illus., tables. 8°.

Bibliography: p. 186-90.

Thesis (Ph. D.)—Catholic university of America, 1923.

Reprinted from the Psychological monographs, vol. xxxi, no. 2. Whole no. 144.

**Peters, C. C. and McGraw, M. B.** The home and aesthetic education of children. *Journal of applied sociology*, 8: 67-83, November-December 1923.

Study based on questionnaires given to children of the seventh and eighth grades of the public schools of Sandusky, Barberton, Mount Vernon, and Fremont, Ohio. The children took the questionnaires home and filled them out with the aid of their parents.

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**Prescott, Daniel Alfred.** . . . The determination of anatomical age in school children and its relation to mental development. Cambridge, Mass., The Graduate school of education, Harvard university, 1923. iii, 59 [1] p. illus., plates. 8°. (Harvard monographs in education, whole no. 5. Ser. 1, no. 5. Studies in educational psychology and educational measurement, ed. by W. F. Dearborn. Ser. 1, no. 5)

"Selected bibliography:" p. 54-55.

**Pyle, William Henry.** A laboratory manual in the psychology of learning. Baltimore, Warick & York, inc., 1923. 3 p. l., 5-161 p. incl. tables, diags. 8°.

**Wenk, Morris.** Psychology in drawing. *Engineering education*, 14: 249-56, January 1924.

Psychology in drawing as applied to engineers.

### PSYCHOLOGICAL TESTS.

**Arlitt, Ada and Hall, Margaret.** Intelligence tests versus entrance examinations as a means of predicting success in college. *Journal of applied psychology*, 7: 330-38, December 1923.

An experiment made at Bryn Mawr college; the subjects were 305 students who entered the college in 1919, 1920, 1921.

**Bishop, Omen.** What is measured by intelligence tests? *Journal of educational research*, 9: 29-38, January 1924.

**Burt, Cyril.** Inborn abilities, acquired attainments and temperament. *Journal of education and School world (London)*, 55: 727-30, November 1923.

Discusses the distribution of intelligence; acquired attainments; mental and moral tests, etc.

**Cattell, J. McKeen.** The interpretation of intelligence tests. *Scientific monthly*, 18: 508-16, May 1924.

Says that the proper interpretation of intelligence tests consists in learning what an individual will do in a given situation, what are the conditions leading him to act as he does, how well we can predict this.

**Coxe, Warren W.** The problem of the intelligence test? *Educational review*, 67: 73-77, February 1924.

Says that at present the accuracy of diagnosis of intelligence depends largely on the careful training and wide clinical experience of the examiner.

**Dearborn, Walter F. [and others]** . . . A series of form board and performance tests of intelligence. Cambridge, Mass., The Graduate school of education, Harvard university, 1923. 63 p. illus., plates, tables. 8°. (Harvard monographs in education, whole no. 4. Ser. 1, no. 4. Studies in educational psychology and educational measurement, ed. by W. F. Dearborn. ser. 1, no. 4.)

- Earle, Mary G.** The value of mental testing. Trained nurse and hospital review, 71: 310-14, October 1923.  
Discusses the selecting of candidates for the nursing profession.
- Ernst, John L.** Psychological tests versus the first semester grades as a means of academic prediction. School and society, 18: 419-20, October 6, 1923.  
An attempt to answer the question with respect to a single mental test, the Army alpha.
- Feingold, Gustave A.** Intelligence of the first generation of immigrant groups. Journal of educational psychology, 15: 65-82, February 1924.  
Contrasts 11 racial groups. Concludes that the American public schools do constitute a very decided "melting pot."
- Freeman, Frank N.** A referendum of psychologists; a survey of opinion on the mental tests. Century magazine, 107: 237-45, December 1923.
- Gates, Arthur I. and La Salle, Jessie.** The relative predictive values of certain intelligence and educational tests together with a study of the effect of educational achievement upon intelligence test scores. Journal of educational psychology, 14: 517-39, December 1923.  
Study of pupils of the Scarborough (N. Y.) public school during 1920-1922. The tests used were: the individual Stanford-Binet intelligence scale, the National (group) intelligence test, and several group tests of scholastic achievement.
- Graber, O. C.** A study of sex differences in mental development as revealed by group intelligence tests. Colorado school journal, 39: 25-30, March 1924.  
tables, charts.
- Hagood, Louis K.** The value of intelligence tests to high school teachers. South Carolina education, 5: 15-18, December 15, 1923.  
Read before the Primary teachers' department, State teachers' association, 1923.
- Hawkes, H. E.** Examinations and mental tests. Educational record, 5: 28-39, January 1924.  
Address before the Association of American universities, Charlottesville, Va., November 9, 1923.
- Herring, John P.** Herring revision of the Binet-Simon tests. Journal of educational psychology, 15: 172-79, March 1924.
- Husband, Richard Wellington.** Psychological tests and rating scales. School and society, 19: 443-50, April 19, 1924.  
Report of the Commission on psychological tests and rating scales, read before the Association of American colleges, New York city, January 11, 1924.
- Kenney, Elisabeth.** Intelligence tests at work. Journal of educational method, 3: 147-52, December 1923. diagr.
- James, Benjamin B.** The modern test. School and society, 19: 209-13, February 23, 1924.  
A discussion of the progress made in administering tests.
- Jordan, A. M.** The validation of intelligence tests. Journal of educational psychology, 14: 414-28, October 1923.  
Continued from the September issue.  
Contains a valuable bibliography on Correlations, on pages 428-28.
- Laird, Donald A.** The status of mental testing in colleges and universities in the United States. School and society, 18: 594-600, November 17, 1923.  
A comprehensive article on the subject, discussing the following points: I, The extent of intelligence testing in colleges; II, The tests in vogue; III, Uses made of the test results; IV, Estimates of the cost of testing; V, Special equipment for testing; VI, Are students told their score? VII, Attitude of the school towards testing work.
- Link, Henry C.** Psychological tests in industry. Annals of the American academy of political and social science, 110: 32-44, November 1923. illus.

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**MacPhail, Andrew Hamilton.** The intelligence of college students. A study of intelligence as a factor in the selection, retention, and guidance of college students: based on investigations made at many different institutions and at Brown university in particular. Baltimore, Warwick & York, inc., 1924. 176 p. tables, forms. 8°.

Bibliography: p. 161-76.

**Meier, Norman O.** A study of the Downey test by the method of estimates. Journal of educational psychology, 14: 385-95, October 1923. illus., bibliog.

An attempt to learn the reliability of the Will-temperament test, and the conclusions drawn show the test to be imperfect for various reasons.

**Miller, George F.** Facts, inferences, and assumptions in intelligence testing. Educational review, 67: 246-52, May 1924.

Says that the most immediately practical aspect of mental testing is its application to educational administration; the effect it has on the lives of millions of children.

**Morrison, J. Cayce and others.** A study of intelligence scales for grades two and three. Journal of educational research, 9: 46-56, January 1924.

**Neterer, Inez May.** A critical study of certain measures of mental ability and school performance. Baltimore, Warwick & York, inc., 1923. 3 p. l., 5-141 p. incl. tables, diags. 12°.

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**Pintner, Rudolf.** Intelligence testing; methods and results. New York, H. Holt and company [1923] vii, 406 p. 12°

This book tells what is meant by intelligence testing, what means are employed to test general intelligence, and what results have been achieved. It first presents a history of the gradual evolution of the intelligence test and discusses some of the basic assumptions underlying the work. The various tests, individual and group, that are at present available are then described. Finally the author collects and analyzes the main results of intelligence testing which have previously been scattered in numerous publications.

**Training students in group intelligence testing.** Journal of educational research, 9: 271-80, April 1924.

**Sheldon, William H.** The intelligence of Mexican children. School and society, 19: 139-42, February 2, 1924. tables, figures.

**Stenquist, John L.** Measurements of mechanical ability. New York city, Teachers college, Columbia university, 1923. ix, 101 p. plates, tables, diags. 8°. (Teachers college, Columbia university. Contributions to education, no. 130)

**Sunne, Dagne.** Comparison of white and negro children in verbal and non-verbal tests. School and society, 19: 469-72, April 19, 1924.

**Terman, Lewis M.** The mental test as a psychological method. Psychological review, 31: 93-117, March 1924.

Says that the mental test is proving itself applicable not only to the problems of intelligence, but also to those of emotion, volition, temperament, and character.

**Thompson, Thomas M.** Intelligence tests and democracy in education. Educational review, 67: 5-11, January 1924.

Discusses the purposes and uses of tests; tests and social efficiency; and tests and democracy. Emphasizes the present and possible uses of standardized tests from the social point of view.

**Varner, G. F.** Improvement in rating the intelligence of pupils. Journal of educational research, 8: 220-32, October 1923. tables.

This paper is based upon studies of the ability of teachers to estimate the intelligence of their pupils, and mentions five factors which have contributed to make teachers' ratings unreliable.

**Yerkes, Robert M., and Foster, Josephine Curtis.** A point scale for measuring mental ability, 1923 revision. Baltimore, Warwick & York., inc., 1923. vii, 219 p. plates, tables, diags. 8°.

In this new edition the introductory chapters of the first edition are omitted in order to make room for new material.

**Young, Kimball.** The history of mental testing. Pedagogical seminary, 31: 1-48, March 1924.

Emphasizes particularly the American contribution to the subject and the present divergent trends.

### EDUCATIONAL TESTS AND MEASUREMENTS.

**Bardy, Joseph.** An investigation of the written examination as a measure of achievement with particular reference to general science. Philadelphia, 1923. 176 p. incl. diags. 8°.

Thesis (Ph. D.)—University of Pennsylvania, 1923.

**Briggs, Thomas H.** A dictionary test. Teachers college record, 24: 355-65, September 1923.

A test prepared to reveal what a dictionary contains and the knowledge and skill which secondary school pupils possess. Webster's secondary school dictionary was selected, as being most commonly used.

**Certain, O. C.** Why not include standard tests in your teaching program this term? English journal, 12: 463-80, September 1923.

Bibliography: p. 79-80.

**Chassell, Clara F.** A test and teaching device in citizenship for use with junior high-school pupils. Educational administration and supervision, 10: 7-29, January 1924.

Test given in the spring of 1923 to 86 sixth-grade pupils in the Horace Mann school, New York.

**Cooper, Clara Chassell.** Measurement in the church school. Sunday school journal, 56: 271-72, 283, May 1924.

**Cunningham, Bess V.** The prognostic value of a primary group test; a study of intelligence and relative achievement in the first grade. New York city, Teachers college, Columbia university, 1923. x, 54 p. tables. 8°.  
(Teachers college, Columbia university. Contribution to education no. 139)

**Gates, Arthur I. and Lasalle, Jessie.** A study of writing ability and its relation to other abilities based on repeated tests during a period of 20 months. Journal of educational psychology, 15: 205-16, April 1924.

**Greene, Harry Andrew.** . . . Measurement of linguistic organization in sentences. Iowa City, The University [1923] 63 p. incl. diags. 8°.  
(University of Iowa studies in education. C. L. Robbins, ed. vol. II, no. 4)

On cover: 1st ser. no. 70. July 15, 1923.

**Inglis, Alexander.** A vocabulary test for high-school and college students. English leaflet, 23: 1-13, October 1923.

**Martin, A. Lella and Pechstein, L. A.** Educational tests for retarded school children. Journal of educational research, 9: 403-10, May 1924.

Summarizes the educational tests that are valuable and those that are not valuable in testing retarded children. Says that for a special-class group individual analyses must parallel test ratings.

**Monroe, Walter S.** . . . The constant and variable errors of educational measurements. Urbana, The University of Illinois, 1923. 30 p. 8°.  
([Illinois University.] Bureau of educational research. College of education. Bulletin no. 15.)

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**Monroe, Walter S.** Written examinations versus standardized tests. *School review*, 32: 253-65, April 1924.

Concludes that our best standardized tests are distinctly superior to typical written examinations but that the difference is not so great as has been generally believed.

— and **Saunders, Lloyd B.** . . . The present status of written examinations and suggestions for their improvement. *Urbana, The University of Illinois*, 1923. 77 p. 8°. (On cover: *University of Illinois bulletin* vol. xxi, no. 13. Nov. 26, 1923. Bureau of educational research. College of education. Bulletin no. 17)

**Morrison, J. Cayce.** . . . The use of standard tests and scales in the Plattsburg high school, Plattsburg, New York. A report of the measurement program, January 31-February 3, 1922, and of the uses made of the test data, February 1922-February 1923. Albany, The University of the state of New York press, 1923. 45 p. incl. tables, diags. 8°. (*University of the state of New York bulletin*, no. 784. July 15, 1923)

**Morton, E. L.** An analysis of pupils' errors in fractions. *Journal of educational research*, 9: 117-25, February 1924.

Describes diagnostic tests given to pupils of the Athens, Ohio, schools, including the university training school of Ohio University, in 1923. Says that "a far more satisfactory degree of skill may be produced in pupils through the detailed analyses of their faults and through systematic drills in the form of practice exercises."

**Paulu, Emanuel Marion.** Diagnostic testing and remedial teaching, with introduction by Lotus D. Coffman. Boston, New York [etc.] D. C. Heath and company [1924] xvii, 371 p. incl. tables, diags. 12°.

The author of this book is associate professor of education in the State teachers college, Aberdeen, South Dakota. The volume undertakes to show how educational tests can actually be applied by the classroom teacher and the school administrator in their daily work. It is devoted entirely to the practical application of tests by methods approved by experience, and neither deals with statistics nor attempts to interest teachers in devising new instruments of measurement.

**Rejall, Alfred E.** A new literacy test for voters. *School and society*, 233-389: March 1, 1924.

A sample test and instructions are given.

**Ruch, G. M.** Tests and measurements in high school science. *School science and mathematics*, 23: 885-91, December 1923.

The tests are discussed in topical groups, arranged alphabetically.

**Sangren, Paul V.** The Woody-McCall mixed fundamentals test and arithmetical diagnosis. *Elementary school journal*, 24: 206-15, November 1923.

An analysis of 2,950 errors in arithmetic made by pupils in grades 3 to 8 inclusive of the Zealand, Mich., public schools.

**Touton, Frank C.** Sex differences in geometric abilities. *Journal of educational psychology*, 15: 234-47, April 1924.

Report based on a critical study of the preferences expressed for certain types of geometric originals by 2,800 New York high-school pupils.

**Traub, Marion Rex.** Measuring results in education. New York, Cincinnati [etc.] American book company [1924] 492 p. tables, diags. 12°. (American education series. G. D. Strayer, general editor)

An effort is made in this volume to interpret the general principles of measurement for the average elementary school-teacher. General intelligence tests are discussed, and also the achievement tests in a number of common school subjects, with emphasis always on the principles involved.

**Van Wagenen, M. J.** Diagnostic and cumulative surveys of school achievement in Minnesota. *Educational administration and supervision*, 10: 147-68, March 1924.

**Van Wagenen, M. J.** Making a diagnostic and cumulative survey of school achievement. *Educational administration and supervision*, 10: 79-93, February 1924.

Outlines a survey of school achievement that will reveal "the actual status of each pupil and suggest the necessity of remedial work as ordinary school marks cannot do."

**Woody, Clifford.** Measurement of a new phase of reading. *Journal of educational research*, 8: 315-26, November 1923.

Describes a reading scale based upon ability to pick out the central thought of a paragraph.

**Yoakam, Gerald Alan.** The effects of a single reading; a study of the retention of various types of material in the content subjects of the elementary school after a single silent reading. Iowa City, The University, 1924. 100 p. 8°. (University of Iowa. Studies in education. vol. 2, no. 7. March 15, 1924)

### EDUCATIONAL RESEARCH.

**Brooks, Fowler D.** Criteria of educational research. *School and society*, 18: 724-29, December 22, 1923.

Author discusses the standards for evaluating educational research; methods; deficiencies; and unsound practices.

**Colorado state teachers college.** Research committee. . . Standards for determining the collegiate rank of subjects. . . Report of Sub-committee of the Research committee of Colorado state teachers college. Lester W. Boardman. . . Edwin B. Smith. . . Greeley, Col., Colorado state teachers college, 1924. 34 p. 8°. (Colorado state teachers college. Bulletin ser. xliii, no. 5. Research bulletin no. 8)

**Moehlman, Arthur B.** Child accounting; a discussion of the general principles underlying educational child accounting together with the development of a uniform procedure. Issued by Courtis standard tests. Detroit, Mich., Friesema bros. press, 1924. 205 p. tables, diags., forms (partly fold.) 8°.

A comprehensive treatment of the subject, including general principles of organization and administration, and child accounting method.

— Child accounting. I—Present conditions. II—Historical aspects. *Journal of educational research*, 9: 293-304, 415-23, April, May 1924. tables, diags.

Defines "child accounting" as the recording of all activities, instructional and executive, that are necessary in the keeping of essential records of the individual child during his school life, and thinks the immediate need is a simple technique in child accounting, theoretically sound and easy to administer.

**Nygaard, P. H.** The advantages of the probable error of measurement as a criterion of the reliability of a test or scale. *Journal of educational psychology*, 14: 407-13, October 1923.

Discusses the stability of the probable error of measurement, and an easy method of calculating the probable error.

**Otis, Arthur S.** The Otis correlation chart. *Journal of educational research*, 8: 440-48, December 1923.

A few brief explanations, as to the purpose of the various provisions incorporated in the chart, and the chart itself is represented.

**Rankin, P. T.** How an instructional research department can assist teachers. *Journal of educational research*, 8: 187-98, October 1923. tables, figures.

Thinks the best answer to the question must be sought in a greater democratization of the testing program.

**Theisen, W. W.** Recent progress in educational research. *Journal of educational research*, 8: 301-14, November 1923.

"Chief value of research has been in pointing out problems and methods of approach," says the writer, "but we are not yet ready to accept the conclusions of research studies as final."

**Woody, Clifford.** A survey of educational research in 1923. *Journal of educational research*, 9: 357-81, May 1924.

Residential address delivered before the Educational research association, at Chicago, February 23, 1924.

### SPECIAL METHODS OF INSTRUCTION.

#### GENERAL.

**Bogers, D. O. and Lang, C. E.** A comparison of the Chicago double schools, the Gary system, and the Detroit platoon plan. *Chicago schools journal*, 6: 281-95, April 1924.

A selected bibliography at end of the article.

**Weber, Joseph J.** Comparative effectiveness of four different methods of instruction. *Visual education*, 5: 101-3, 123, April 1924.

The four methods compared are: Oral instruction; studying the printed page; viewing the film silently; and viewing the film under oral guidance.

#### PROJECT METHOD.

**Clark, Marion G.** The direction of classroom teaching in the use of the project. *Journal of educational method*, 3: 314-21, April 1914.

A paper read before the National conference on educational method.

**Coe, George A.** Law and freedom in the school, "can and cannot," "must and must not," "ought and ought not" in pupil projects. *Chicago, Ill., The University of Chicago press [1924]* ix, 133 p. 12°.

A discussion of the force of law—natural, common and statute, economic, moral, and ideal—in the projects of the child. It treats of the present-day educational situation and suggests the possibilities of an efficient employment of the project method of teaching.

**Collings, Ellsworth.** An experiment with a project curriculum. With an introduction by William H. Kilpatrick. *New York, The Macmillan company, 1923.* xxvi, 346 p. front., plates, tables, diags. 8°.

The results of an experiment conducted in three rural schools located in McDonald county, Missouri, are given in this volume.

**Oronk, Mrs. E. C.** The place and the possibility of the project method in missionary education. *Missionary review of the world*, 47: 128-30, February 1924.

**Kerschner, Mabel Gardner.** Real project work. *Missionary review of the world*, 47: 130-32, February 1924.

✓ **Lincoln, Lillian I.** Practical projects for elementary schools. *Boston, New York [etc.] Ginn and company [1924]* vii, 312 p. 12°.

✓ **Losh, Rosamond, and Weeks, Ruth Mary.** Primary number projects. *Boston, New York [etc.] Houghton Mifflin company [1923]* viii, 199 p. 12°. (*Riverside educational monographs*, ed. by H. Suzallo.)

✓ Arithmetic has been less naturalized and socialized than any of the other school studies, according to the editor of this series of monographs. To aid teachers in the first two years of instruction in number, this handbook is offered, wherein the projects are so arranged that the child learns number facts in real life situations.

**McLaughlin, Katherine L. and Troxell, Eleanor.** . . . Number projects for beginners. Philadelphia, London [etc.] J. B. Lippincott company [1923] xv, 110 p. front., plates, illus. 12°. (Lippincott's school project series, ed. by William F. Russell)

**Holan, Aretas W.** . . . The project in education with special reference to teaching agriculture. Urbana, The University of Illinois [1923] 16 p. 8°. (University of Illinois bulletin vol. XXI, no. 16. Educational research circular no. 24.)

**Holan, Ona I.** The project method in the junior high school. *Education*, 44: 274-89, January 1924.

Emphasizes the advantages of the project method. Discusses its relation to self-activity, the teachers' place in the project method, etc.

**Watkins, Ralph K.** The technique and value of project teaching in general science. *General science quarterly*, 7: 235-56, May 1923; 8: 311-41, 387-422, 522-29, November 1923, January, March 1924.

The last of this series of articles is a bibliography of the subject. Also separately reprinted as a thesis (Ph. D.)—University of Missouri, 1923.

**Welling, Jane Betsy and Calkins, Charlotte Wait.** . . . Social and industrial studies for the elementary grades, based on needs for food, clothing, shelter, implements, and records. Philadelphia, Chicago [etc.] J. B. Lippincott company [1923] xl, 331 p. 12°. (Lippincott's school project series, ed. by W. F. Russell)

#### VISUAL INSTRUCTION.

**Freeman, Frank N., ed.** Visual education; a comparative study of motion pictures and other methods of instruction. The report of an investigation made with the aid of a grant from the Commonwealth fund. Chicago, Ill., The University of Chicago press [1924] viii, 391 p. plates, illus., diagrs., tables. 8°.

The investigation described in this volume consists largely in a comparison between various forms of visual education or between visual and non-visual methods. In each case the results of the instruction were subjected to tests which fall in general under the two heads of "information" and "of ability to do."

**Kyte, George C.** Enriching learning through the use of visual aids. *Educational screen*, 2: 378-81, October 1923.

Address before the Visual instruction conference, July 1923.

**Lee, Edwin A.** The motion picture as a factor in public education. *Elementary school journal*, 24: 184-90, November 1923.

Says that the motion picture today is at least as important in the education of the commonwealth as the public school. Thinks the State should prescribe certain standards which must be met before an individual will be allowed to direct the production of a film drama.

**Neulen, Leon N., comp.** . . . A guide to the study, sources and materials of educational motion pictures. National welfare association, inc. Charles F. Powlson, general secretary. New York city [1923]. 11 p. 8°. (Pamphlet no. 1. January, 1923)

**Skinner, Charles E.** Visualizing materials, their value and use in school. *Education*, 44: 167-76, November 1923.

Contents that visual aids are not to take the place of the textbook; they are to enrich, vivify, and economize. Discusses the motion-picture in education, etc.

## THE DALTON PLAN.

**Lima, Agnes de.** The Dalton plan. *New republic*, 37: 308-9, February 13, 1924.

Discusses the success of the plan in England, and analyzes the plan itself as a medium of instruction.

**Parkhurst, Helen.** The Dalton laboratory plan. *Progressive education*, 1: 14-18, April 1924.

A description of the system which the author elaborated.

**Prouty, Clarissa E.** An experiment in the use of the Dalton laboratory plan. *Elementary school journal*, 24: 599-607, 679-91, April, May 1924.

Presents the principles and sums up the advantages of the plan.

## SOCIALIZED RECITATION.

**Brooks, George F.** The socialized recitation. *Kansas teacher*, 18: 13-16, March 1924.

A consideration of the merits and demerits of the plan.

**Crowley, James A.** The socialization of the school program. 1. The socialized recitation. *Journal of educational method*, 3: 381-88, May 1924.

Given at the Superintendents' Course in administration and supervision at Boston Normal school, November 10, 1923.

The second part of the article, "Extra-curricular activities," will appear in the June number.

**Dowell, Edward S.** The use of the socialized recitation in the courses in social science in Bucyrus high school. *Ohio educational monthly*, 72: 260-67, October 1923.

**Wilson, H. B.** Socializing the social studies. *Journal of education*, 98: 381-83, October 18, 1923.

An explanation of the socialized school.

## PLATOON SCHOOLS.

**Almack, John C.** The efficiency of the platoon school. *American school board journal*, 68: 43-44, 132, February 1924.

Pros and cons of the platoon plan.

**Threlkeld, A. L.** The platoon school. *School and society*, 19: 346-47, March 22, 1924.

The writer thinks "that the platoon schools will be a success if those who operate them give first consideration to principles of pupil growth."

## SPECIAL SUBJECTS OF CURRICULUM.

## READING.

**Buckingham, B. B.** What should children read in school. *Journal of educational research*, 9: 13-21, 109-16, January, February 1924.

Concludes that literary masterpieces, with their subtleties of thought and their mature forms of expression, have not proved suitable in the teaching of reading. Because of immaturity of children they are generally undervalued if not actually disliked.

**Dougherty, Mary L.** How to teach phonics. Boston, New York [etc.] Houghton Mifflin company [1923] x [1], 88 [1] p. 16° (Riverside educational monographs, ed. by Henry Suzzallo)

**Geiger, Ruth.** A study in reading diagnosis. *Journal of educational research* 8: 283-300, November 1923.

"An attempt to diagnose the reading difficulties of a third grade and to formulate remedial measures which would meet the individual needs of the pupils." Standardized reading tests were used.

**Gilliland, A. E.** The effect on reading of changes in the size of type. *Elementary school journal*, 24: 138-46, October 1923.

Concludes that children are not so greatly affected as adults by changes in the size of type.

**Gray, William S.** The importance of intelligent silent reading. *Elementary school journal*, 24: 348-56, January 1924.

Says that detailed studies of the reading habits of children and of adults show that they are inadequate in many cases for even the simpler reading activities.

**Pennell, Mary E. and Ousack, Alice M.** How to teach reading. Boston, New York [etc.] Houghton Mifflin company [1923] viii, 298 p. 12°. B15  
P4

Both the classroom teacher and the individual interested in increasing his reading power may find in this book practical suggestions for the development of both silent and oral reading habits. The methods here recommended are based on the scientific findings of modern psychology.

**Bitter, B. T. and Lofland, W. T.** The relation between reading ability as measured by certain standard tests and the ability required in the interpretation of printed matter involving reason. *Elementary school journal*, 24: 529-46, March 1924.

The writers contend that the purpose of all reading instruction is to teach the technique of reading and not to teach a special type of content.

**Smith, E. Ehrlich.** The heart of the curriculum. Garden City, N. Y., Doubleday, Page & Company, 1924. x, 363 p. diags. 12°.

A brief historical sketch of the expansion of our school curriculum from the original "three R's" to its present array of elementary school subjects is first given in this volume. The writer protests against the restricted position which tradition has assigned to reading as a school subject in the intermediate grades, and suggests a modification of our present courses of study—especially in regard to the subject of reading—so that the pupil may become better prepared for his social and civic duties.

#### SPELLING.

**Greene, Harry A.** Syllabication as a factor in learning to spell. *Journal of educational research*, 8: 208-19, October 1923. tables.

Finds a slight superiority in the syllabicated form of the word.

**Hilderbrant, Edith L.** The psychological analysis of spelling. *Pedagogical seminary*, 30: 371-81, December 1923.

Says that in class study it is important that unfamiliar words be seen, heard, pronounced, and written.

— Should spelling be taught in the high school? *Education*, 44: 618-28, June 1924.

**Morton, B. L.** The reliability of measurements in spelling. *Journal of educational method*, 3: 321-28, April 1924.

Spelling tests for sixth-grade pupils, with instructions, are given.

#### ENGLISH AND COMPOSITION.

**Baker, Harry T.** The criticism and teaching of contemporary literature. *English journal*, 12: 459-63, September 1923.

**Breck, Emma J.** Present-day needs in the training of English teachers. *English journal*, 12: 545-56, October 1923.

**Brown, Gertrude.** Oral and written composition in the intermediate grades. *Kansas teacher*, 18: 7-10, November 1923.

Among the things advocated by the author are a thirty-minute period daily for composition; selection of topics from the every-day experiences of the child; motivated drill; and definite standards at end of each grade.

**Brown, M. Ethel.** Written composition in the primary grades. *Elementary school journal*, 24: 586-98, April 1924.

**Daniels, Earl.** English for the amateur many instead of the expert few. *Educational review*, 66: 205-11, November 1923.

Says that in literature we must seize the already available interest in what is being written if we would make literature the possession of the mass.

**Dewey, Godfrey.** Relativ frequency of English speech sounds. Cambridge, Harvard university press; London, H. Milford, 1923. xii, 3-148 p. 8°. (Half-title: Harvard studies in education pub. under the direction of the Graduate school of education, vol. IV)

**Dogherty, Marian A.** Poetry in the schools. *Journal of educational method*, 3: 187-99, January 1924.

Pleds for more poetry, thinks it is neglected, and that its power to stir the imagination is immeasurably greater than prose.

**English in the grades.** *Teaching*, 7: 3-31, November 1923.

The entire number is given to discussion of different phases of English: Junior high school composition, H. G. Lull; Learning to write an informatory paper, Dale Zeiler; Oral and written composition in the intermediate grades, Gertrude Brown; Some psychological aspects of silent reading, Dean A. Worcester; Teaching spelling in the intermediate grades, Jennie Williams; Oral reading, F. L. Gilson.

**Finch, Robert.** The approach to English literature. London, Evans brothers limited [1924] 151 p. 12°.

The author here shows how an interest in and an appreciation of the best English literature may be imparted to school children. The methods described have been tested by successful experience in a well-known school in Middlesex, England.

**Gainsburg, Joseph C.** Fundamental issues in evaluating composition. *Pedagogical seminary*, 31: 55-77, March 1924.

Says that alone of all the important subjects, composition shows little improvement, if any, in teaching methods. Cites the various methods in vogue to evaluate composition.

**Hanes, Ernest.** Supervised study in English. *School review*, 32: 356-63, May 1924.

Work in the English department of the university high school of the university of Chicago. "Lessons," says the writer, "are not assigned and recited; work is discovered, pursued, and completed to the satisfaction of the worker."

**Hudelson, Earl.** Our courses of study in literature. *English journal*, 12: 481-87, September 1923.

Tables and lists are given for high schools.

**Inglis, Alexander.** A vocabulary test for high-school and college students. *English leaflet*, 23: 1-13, October 1923.

**Jespersen, Otto.** The teaching of grammar. *English journal*, 13: 161-76, March 1924.

Discusses the question of how grammar lessons may be made more interesting and profitable.

**Lyman, B. L.** A study of twenty-four recent seventh and eighth grade language texts. *Elementary school journal*, 24: 440-52, February 1924.

This investigation was carried out in the University of Chicago, with the cooperation of a group of graduate students, of textbooks published since 1920. Concludes that in materials, methods, and objectives the strictly junior high-school texts are not markedly different from the ordinary upper-grade books.

**Noble, Stuart G.** Unifying the high-school English course. *Education*, 44: 208-19, December 1923.

Says that literature is the center from which are to radiate all the pupils' interests and activities.

**Pattee, Fred Lewis.** American literature in the college curriculum. *Educational review*, 67: 266-72, May 1924.

Discusses the history of the movement to introduce American literature into the colleges and universities of the United States.

**Fendleton, Charles S.** How to read pupils' written themes. *Peabody journal of education*, 1: 272-80, March 1924.

The author enumerates nine principles of good theme reading.

**Seegers, J. C.** Improvement in language work. *Elementary school journal*, 24: 191-96, November 1923.

Study based on *Willing scale* for measuring written composition, which was used in the *Tilston school*, Wilmington, N. C.

**Smith, Dora V.** More illustrative material for high school literature. *English journal*, 13: 191-200, March 1924.

This list is intended as an addition to the list published in the *English journal*, September, 1923, by *Miss Hillson* and *Miss Wheeling*. The writer says: "Each bookseller or publisher mentioned has assured me of his willingness to cater to American trade."

**Sunne, Dagny.** The effect of locality on language errors. *Journal of educational research*, 8: 239-51, October 1923. tables.

A language survey to show the nature of language errors made by children in Louisiana.

**Swearson, J. W.** Determining a language program. *English journal*, 13: 99-114, February 1924.

Concerns the results of a questionnaire on the most urgent things needed to improve the teaching of English.

#### ANCIENT CLASSICS.

**Arms, S. Dwight.** A state-wide survey in Latin. *Classical journal*, 19: 148-51, December 1923.

Study based on the answer papers written in the State-wide regents examination given in the secondary schools of the University of the state of New York in June 1922.

**Barton, H. J. and others . . .** Notes on the teaching of Latin in high schools. *Urbana, The University of Illinois* [1924]. 25 p. 8°. (*University of Illinois bulletin* vol. XXI, no. 28. *Educational research circular* no. 26)

**Bennett, Florence M.** The humanities versus the utilities. *Education*, 44: 325-36, February 1924.

**Bricker, Gertrude.** A defense of the present requirements in Latin as set by the College entrance examination board. *Classical weekly*, 17: 75-79, December 17, 1923.

Paper read before the *Classical association of the Atlantic states*, May 1923.

**Brueckner, Leo J.** The status of certain basic Latin skills. *Journal of educational research*, 9: 390-402, May 1924.

Questions the value of spending in the first year's work an excessive amount of time upon rules and technical phases of the study of Latin.

**Coxe, Warren W.** The influence of Latin on the spelling of English words. *Journal of educational research*, 9: 223-33, March 1924.

Result in part of a larger investigation by the *American Classical league*.

**Edgumbe, Verne G.** How valuable to the student of French is his Latin vocabulary? *Educational review*, 68: 9-14, June 1924.

Says it is not true that the Latin student acquires a broad enough vocabulary to give him any appreciable help in arriving at the meaning of new French words.

**Hare, Alice D.** An evaluation of objectives in the teaching of Latin. *Classical journal*, 19: 155-65, December 1923.

A composite judgment of 300 secondary and college teachers in favor of Latin. Discusses the value of the subject for mental training and the development of habits that make for greater efficiency.

**Jacobs, Peyton.** A proposed reorganization of high school Latin. *High school quarterly*, 12: 91-96, January 1924.

Gives reasons for reorganization, objectives, general plan, etc.



**Kirby, Thomas J.** Latin as a preparation for French. *School and society*, 18: 563-69, November 10, 1923.

One phase of the general investigation being conducted by the American Classical league, with the financial support of the General education board.

**Miller, George B., jr. and Briggs, Thomas H.** The effect of Latin translations on English. *School review*, 31: 756-62, December 1923.

Data based on 300 translations of prepared passages in Cicero secured from pupils in 14 public high schools. Says that in the third year of Latin in 15 typical schools, the evidence is overwhelming that the translations are likely to do more harm than good in English.

**Nutting, H. C.** Taking the measure of Latin. *Classical journal*, 19: 87-96, November 1923.

Argues for the value of Latin in the course of study which some of the measuring programs are in danger of lessening.

**Uhl, W. L.** How much time for Latin? *Classical journal*, 19: 215-21, January 1924.

Says that the present investigation shows that high-school pupils regard Latin as a heavier drain upon their time than any other subject.

#### MODERN LANGUAGES.

**Bond, O. F.** Causes of failure in elementary French and Spanish courses at the college level. *School review*, 32: 276-87, April 1924.

Study based on an investigation made at the junior college of the University of Chicago.

**Bovée, Arthur G.** Some fallacies of formalism. *Modern language journal*, 8: 131-44, December 1923.

The wastage in teaching language is largely due to the present method of treating language from a philological point of view rather than from its functional one.

**Carnahan, D. H.** Good teaching. *Modern language journal*, 8: 405-15, April 1924.

Helpful hints regarding the do's and don'ts of modern language teaching. Address before Modern language teachers of Middle West and South, 1923.

**Edwards, I. N.** The legal status of foreign languages in the schools. *Elementary school journal*, 24: 270-78, December 1923.

Discusses the legislation relating to foreign languages in the public and private schools, enacted in 1917-21.

**Handschin, Charles H.** Methods of teaching modern languages. *Yonkers-on-Hudson, N. Y., World book company, 1923.* v, 479 p. 8°.

This book presents numerous reasons why the study of French, Spanish, and German, as well as of the other modern languages, is of prime importance, both from a cultural and from a business standpoint. It undertakes to place at the disposal of the teacher the principles so far established by the best practice and by experimentation, as well as the best devices, an exposition of which is given.

**Kurz, Harry.** French as a business proposition for American students. *School review*, 31: 662-69, November 1923.

Thinks that it is the business of every young American student to prepare himself to become a citizen of the world, and that is essentially the kind of business proposition French is.

**Pattee, Edith B.** The phonograph as a medium of foreign language instruction. *School review*, 31: 604-7, October 1923.

**Ryan, Carl.** Why study French in the high school? *Educational review*, 66: 215-22, November 1923.

Discusses the advantages of studying the French language from the standpoint of literature, history, and the developing of judgment and character in the pupil through "battling with the difficulties of French grammar and syntax."

**Sausé, E. B. de.** French in the high school—a response. *Educational review*, 67: 22-24, January 1924.

Says that the shortest road to a reading knowledge of a language is through oral drill of a proper kind.

**Senour, A. C.** Skirmishing versus concerted assault in language instruction. *Elementary school journal*, 24: 382-86, January 1924.

Discusses conditions in public schools of East Chicago, Indiana. Presents a course of study in elementary school language.

#### MATHEMATICS.

**Betz, William.** The confusion of objectives in secondary mathematics. *Mathematics teacher*, 16: 451-69, December 1923.

Says that the junior high school should furnish a common mathematical background to all pupils. There must be no artificial separation of theory and practice in secondary mathematics.

**Brealich, E. E.** Supervised study in mathematics. *School review*, 31: 733-47, December 1923.

Develops the idea of the good results obtained from supervised study in this branch.

**Crafts, Idlian L.** Causes of failure in plane geometry as related to mental ability. *Mathematics teacher*, 16: 481-92, December 1923.

Study based on data obtained in the East High School, Rochester, N. Y. The Terman group test of mental ability was given to two groups of pupils.

**McCoy, Louis A.** Advantages of a general course in mathematics for the first two years in high school. *Mathematics teacher*, 16: 421-24, November 1923.

**McNair, George Hastings.** Methods of teaching modern-day arithmetic. Boston, R. G. Badger [1923] xviii, 9-419 p. 8°.

Designed to give concrete aid to teachers of arithmetic, this book is an outgrowth of many years of class work, of varied observation in model and elementary schools, and of lecture courses given to teachers.

**Rorer, Jonathan T.** Present tendencies in high school mathematics. *Mathematics teacher*, 17: 22-30, March 1924.

**Smith, David Eugene.** The progress of arithmetic in the last quarter of a <sup>1313</sup> century. Boston, New York [etc.] Ginn and company [1923] 93 p. illus. 8° <sub>54</sub>

The progress during the past 25 years and the present status of the science of elementary arithmetic are here described. This includes the basic principles in the making of arithmetic textbooks and the development of these principles during the first quarter of the twentieth century.

**Symonds, Percival Mallon.** Special disability in algebra. New York City, Teachers college, Columbia university, 1923. vii, 88 p. incl. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 132)

**Thomson, Godfrey H.** Should we teach statistics to the senior high school? *Mathematics teacher*, 17: 129-39, March 1924.

**Tilton, Olive S. and Bridges, Mabel I.** A course in arithmetic for the elementary school. [River Falls, Wis., 1923] 19 p. 8°. (Quarterly bulletin of River Falls state normal school, vol. V, Ser. II no. 4)

**Young, J. W. A.** The teaching of mathematics in the elementary and the secondary school. New ed., with supplement 'Concerning developments, 1913-1923.' New York, London [etc.] Longmans, Green and co., 1924. xviii, 451 p. diagrs. 8°. (American teachers series, ed. by J. E. Russell.)

Concerning developments in the teaching of mathematics in the period 1913-1923: p. 333-448.

## SCIENCE.

**Bowers, W. G.** Some educational values in laboratory work. *Education*, 44: 546-55, May 1924.

Argues that the values gained from the laboratory are of greater educational worth than the gathering of a fund of information.

**Downing, Elliot E.** Science teaching in some European schools. *Scientific monthly*, 18: 628-38, June 1924.

Concludes that elementary science is quite as commonly studied in grades 1 to 5 in this country as in European countries. Says it is better done in the United States than in the corresponding grades of France, Switzerland, and England.

**Gronner, Ione.** Chemistry and physics training. *School science and mathematics*, 23: 831-42, December 1923.

A discussion of different methods used in teaching these subjects.

**Lenhart, John M.** . . . Science in the Franciscan order, a historical sketch. New York, J. F. Wagner, inc. [1924] 44 p. 8°. (Franciscan studies no. 1. Jan., 1924)

**Mattern, Louis W.** What chemistry shall be taught in high school and how it shall be correlated with college chemistry. *School science and mathematics*, 23: 665-71, October 1923.

Author gives the method and content of a one-year course for high school students of chemistry.

**Pieper, Charles.** Supervised study in natural science. *School review*, 32: 122-33, February 1924. tables.

The teacher's duty in a natural-science class is not primarily "setting students to work," but rather "showing them how to study."

**Powers, S. B.** The training of science teachers in subject matter. *General science quarterly*, 8: 481-96, March 1924.

Introducing his subject by asserting that "the problem of training science teachers may be clarified by an examination of the field for which training is desired," the author defines the field and examines the training which students are offering for work in this field.

**Bowell, Percy E.** The introduction of science in the grades as an administrative problem. *Educational administration and supervision*, 10: 48-53, January 1924.

♦ Advocates science teaching in the grades suitable to the comprehension of the child.

— Introductory science as educational means. *Education*, 44: 596-603, June 1924.

Says that the value of scientific study lies in its ability to interest; to stimulate ambition; to present exact, functional and usable knowledge; to prepare for living; to develop a social consciousness; and to prepare for still further study in science.

— Laboratory methods in introductory science. *Journal of educational method*, 3: 98-105, November 1923.

**Ruak, Rogers D.** How to teach physics. Philadelphia, Chicago [etc.] J. B. Lippincott company [1923] 186 p. illus., diagrs. 12°. (Lippincott's school project series, ed. by William F. Russell.)

Discusses value of physics, aims and methods of teaching, laboratory equipment, tests and grades, etc.

**Slosson, Edwin E.** Science teaching in a democracy. *School and society*, 19: 383-88, April 5, 1924.

To train the student in a new way of thinking, and to acquaint him with the mass of facts and laws that science has acquired, are the two duties of a science teacher.

**Trafton, Gilbert H.** The use of toys as a basis for teaching science in the intermediate grades. *School progress*, 5: 2-6, January 1924.

Stating that science study has been too largely of a biological type, the author proceeds to demonstrate how it can be taught by use of toys.

**Webb, Hanor A.** Starting the small chemistry laboratory. *Peabody journal of education*, 1: 251-59, March 1924.

"Starting the small physics laboratory," a companion article to the above, appeared in vol. 1, no. 2, of the same periodical.

**Wells, H. G.** The duty and service of science. *New republic*, 36: 324-27, November 21, 1923.

Concluding paper of series on the educational work of Prof. Sanderson of Oundle school, England.

#### NATURE STUDY.

**Beauchamp, Wilbur L.** Supervised study in elementary physical science. *School review*, 32: 175-81, March 1924.

Discusses the procedure during the assimilation period in a class of beginning pupils in University high school, University of Chicago.

**Franken, Katherine.** A year's study of birds. *Journal of rural education*, 3: 79-87, October 1923.

Study of a plan developed in one rural school in Missouri.

**Parker, Bertha M.** The course in nature-study and science in the University elementary school. *Elementary school journal*, 24: 116-25, 197-205, 290-300, 368-81, October-December 1923, January 1924.

Describes the work in the University elementary school of the University of Chicago.

**Pieper, Charles J.** Supervised study in natural science. *School review*, 32: 122-33, February 1924.

Discusses work in the University high school of the University of Chicago. Presents scheme of instructional procedure.

#### GEOGRAPHY.

**Bixler, Roy W.** Getting away from formal "lesson-learning." *School review*, 32: 364-70, May 1924.

Describes an experiment with a class in commercial geography.

**Branom, Frederick K.** The textbook in geography. *Education*, 44: 406-18, March 1924.

**McConnell, W. B.** The place of geography in the junior high school. *Journal of geography*, 23: 49-58, February 1924.

Presented at the meeting of the National council of geography teachers, December, 1923.

**Shryock, Clara.** Maps and mapping in the grades. *Journal of geography*, 22: 265-74, October 1923.

Mapping has been especially neglected in the class room. The author describes the best methods to train children to interpret maps correctly.

#### SOCIAL STUDIES.

**Bolton, Herbert Eugene.** An introductory course in American history. *Historical outlook*, 15: 17-20, January 1924.

Course for freshman and sophomores given at the University of California.

**Dawson, Edgar.** For recognition of the social studies. *Educational review*, 68: 21-25, June 1924.

**Elwood, Charles A.** Sociology and the social studies, with special reference to history. *Historical outlook*, 14: 346-50, December 1923.

Contains a general bibliography.

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**Hartman, Gertrude.** Home and community life; curriculum studies for the elementary school. New York, E. P. Dutton & company [1923] ix, 200 p. 8°.

Contains suggestive outlines for the study of food, clothing, shelter, transportation, communication, and the other elements of our economic and social life. A background of history is included.

**Kyte, George C.** The cooperative development of a course of study. Educational administration and supervision, 9: 517-36, December 1923.

Discusses the development of the course of study in history and civics for the kindergarten and elementary grades of Berkeley (Calif.) public schools.

#### MUSIC.

**Dann, Hollis.** The Pennsylvania program of music education. Journal of education, 99: 36-38, January 10, 1924.

**Dillon, Fannie C.** The teaching of high school harmony. Musical courier, 88: 10, January 10; 18, January 17, 1924.

A practical term plan for the Los Angeles high schools.

**Farnsworth, Charles H.** A discussion of the question of high school credits for applied music. School music, 25: 12-13, 15-18, January-February 1924.

Author shows how rapidly the cause of outside music teaching is progressing in public schools.

A five-foot book-shelf [in music] Musical courier, 88: 36, April 17, 1924.

The National music week committee has adopted the five-foot book-shelf idea as a good plan to create inspiration and enthusiasm, and lists material suitable for such book-shelves as suggested by several musical writers.

**Garlan, George H.** Credit for music study. How it is granted in the elementary school, the high school and applied music. Musical courier, 88: 27, April 17, 1924.

—— Training courses for supervisors. Musical courier, 87: 43, December 6, 1923.

A continuation of the discussion begun in this periodical some months previously.

#### ART EDUCATION.

**Great Britain. Board of education.** . . . The teaching of drawing in a secondary school, being the development of intelligence through form and colour. London, H. M. Stationery office, 1924. 46 p. 12°.

**Maugard, Adolfo B.** A new method for developing creative imagination. University high school journal, 3: 247-55, December 1923.

A new procedure for learning graphic art based on the idea that arts are not to be learned but to be conceived by a developing process.

**Whitford, W. G.** Brief history of art education in the United States. Elementary school journal, 24: 109-15, October 1923.

Says that to-day the stress is more on the practical than ever before.

—— The problem of differentiation and standardization of art work in modern high schools. School review, 32: 333-41, 420-31, May, June 1924.

Says there are two pronounced phases of art work which should be given special attention when planning the curriculum for the high school: (1) The element of differentiation; and (2) the element of universal standardization.

**Winslow, Leon L.** Program for junior high school industrial arts. Education, 44: 419-24, March 1924.

Gives New York State program for industrial arts education.

## HANDWRITING.

**Freeman, Frank N. and Dougherty, Mary L.** How to teach handwriting; a teacher's manual. Boston, New York [etc.] Houghton Mifflin company, [1923] vi, 305 p. illus. 12°.

**Shouse, J. B.** Obstacles to good handwriting. Elementary school journal, 24: 301-6, December 1923.

A study in the psychology of handwriting.

## SAFETY.

**Beard, Harriet E.** Safety first for school and home. New York, The Macmillan company, 1924. viii, 223 p. 12°.

This manual aims to present the principles that underlie the prevention of accidents in our streets and homes, also to offer some practical suggestions for remedying conditions that cause accidental injuries and deaths and for the systematic instruction and training of children during the years when their habits are being formed.

**National safety council. Education section.** An introduction to safety education. Chicago, National safety council [1924] 93 p. 8°.

A compilation based on existing courses of safety work, but including some new material, and designed to make more available what a number of cities have accomplished in this line of study. The general principles of safety education are given, also suggested topics for safety lessons, and a section on the project method as applied to safety teaching.

**Payne, E. George.** Education in accident prevention as a phase of the reconstruction of the curriculum. Journal of educational method, 3: 70-80, October 1923.

Read before the National conference on educational method, February 1923.

## DRAMATICS AND ELOCUTION.

**Benner, Joseph H.** Dramatics as a factor in education. Education, 44: 228-33, December 1923.

**Huntsman, Sara.** Public speaking as a means in education. Quarterly journal of speech education, 10: 7-16, February 1924.

Read before the convention of the National association, Western section, July 1923.

**O'Neill, James M.** Objectives in speech education. Educational review, 66: 278-84, December 1923.

**Parrish, W. Maxfield.** What is public speaking? School and society, 18: 608-12, November 24, 1923.

Author gives the field and content of courses in public speaking.

**Stagecraft and pageantry.** School arts magazine, vol. 23, no. 9, May 1924.

This number appeals to those interested in school plays.

**Thomas, Charles Swain, ed.** The Atlantic book of junior plays; edited with introduction, comment, and interpretative questions. Boston, The Atlantic monthly press [1924] xxxiii, 320 p. 12°.

This book contains a collection of 13 junior plays, preceded by an introduction on appreciating the drama. Its design is to help to establish a surer taste for the type of play that is worth while, not only for acting, but also for reading, and to serve as an introduction to the later study of Shakespearean drama. The plays are followed by interpretative notes.

**Truman, Emily V.** Making oral English function. Education, 44: 562-70, May 1924.

Emphasizes the value of dramatics in oral English work.

## KINDERGARTEN EDUCATION.

**Chassell, Clara F.** The army rating scale method in the kindergarten. *Journal of educational psychology*, 15: 43-52, January 1924.

Gives the ratings of form groups of kindergarten children in the Horace Mann school.

**International kindergarten union.** *Pioneers of the kindergarten in America*: authorized by the International kindergarten union, prepared by the Committee of nineteen. New York, The Century company, 1924. xxi, 298 p. plates. 12°.

**Jonckheere, Tobie.** ... *La pédagogie expérimentale au jardin d'enfants*. 2. éd. avec 2 figures dans le texte. Bruxelles, M. Lamertin; Paris, F. Alcan, 1924. 168 p. incl. 2 diagrs. 12°.

**Parker, Samuel C. and Temple, Alice.** *Unified kindergarten and first-grade teaching*. *Elementary school journal*, 24: 13-27, 93-102, 173-83, 253-69, 333-47, 413-29, 483-506, September 1923-March 1924. bibliog.

Seven articles concluded in March, 1924, dealing with the subject from all sides.

**Robb, Ethel.** A children's year. *Journal of educational method*, 3: 157-67, December 1923.

Study of work done in a kindergarten by the writer, who is supervisor of kindergartens in Amsterdam, N. Y.

## ELEMENTARY EDUCATION.

**National education association.** *Department of elementary school principals. Second yearbook, 1923. The problem of the elementary school principal in the light of the testing movement.* Washington, National education association, 1923. 480 p. tables, diagrs. 8°.

Contains: 1. S. A. Curtis: The contributions of measurement to teaching, p. 155-65. 2. A. J. Hamilton: Achievement testing in the elementary school, p. 169-86. 3. Mary C. Flynn: Classification according to the promotion age, p. 194-200. 4. Leonard Power: The effect of grouping according to intelligence in the Franklin school, Port Arthur, Texas, p. 249-67. 5. Elda L. Merton: The discovery and correction of reading difficulties, p. 346-63. 6. Clifford Woody: Chart of language aims with suggestions and activities for realizing them, p. 385-92. 7. E. L. Merton and G. O. Banting: Remedial work in arithmetic, p. 395-421. 8. L. J. Brueckner and Amy Souba: A diagnostic sheet in arithmetic, p. 421-29. 9. G. A. Yoakam: An evaluation of after-testing work, with bibliography, p. 433-42. 10. A. S. Gist: Education in a Platoon school, p. 445-51. 11. R. D. Chadwick: Auditorium studies, p. 451-62.

**Cole, Thomas B.** Readjustments in the elementary schools. *Elementary school journal*, 24: 453-57, February 1924.

A study made of the Seattle elementary school curriculum, by the Department of research, under the direction of Fred C. Ayer, University of Washington.

**Fowler, Marie B.** Dr. Meriam's school. *School and society*, 19: 238-48, March 1, 1924.

The University elementary school, Columbia, Mo., a type of the progressive schools, similar to the Francis W. Parker school, Horace Mann school, Sunset Hill school, etc.

**Koos, Leonard V.** Recent conceptions of the aims of elementary education. *Elementary school journal*, 24: 507-15, March 1924.

A review of the opinions of recent writers on the subject. Gives bibliography.

**McMillan, Margaret.** *Education through the imagination*. [2d ed.] London, G. Allen & Unwin, ltd. [1923] 208 p. illus., plates. 12°.

A rewritten and enlarged edition of this book, with a preface by J. L. Paton, who writes that the hardest task of all in education is to keep alive amidst the actual the vision of the ideal. The creative energy of children is such an important factor in their lives that it should be carefully developed, and the author, after defining what creative energy is, endeavors to indicate the various forms in which it finds its manifestation at the earlier periods of life, and to determine its place and function in primary education.

**Patri, Angelo.** Talks to mothers. New York, London, D. Appleton and company, 1923. 64 p. illus. 12°.

**Pickett, Lella H., and Boren, Duralde.** Early childhood education. Yonkers-Hudson, N. Y., World book company, 1923. viii, 220 p. illus. 8°.

Recent progress in theories and practices of primary education is reflected in this book, which discusses the principles underlying early childhood education and presents many concrete illustrations showing what these principles mean and how these ideals may be realized in the schoolroom. The experiments here recorded in detail were carried out with three groups of children.

**Pierson, Clara D.** Living with our children; a book of little essays for mothers. New York, E. P. Dutton & company [1923] xii [1] 239 p. 12°.

**Pressey, L. W.** The primary classification test. Journal of educational research, 9: 305-14, April 1924.

Presents a revision of the Pressey primer scale, which possesses certain marked improvements as regards the methods of giving it.

### RURAL EDUCATION.

**National education association. National council of education. Final report of the Committee on rural education.** Washington, D. C., July, 1923. 190 p. diags. 8°.

Contains: 1. Carter Alexander: Publicity for rural education, p. 5-13. 2. L. N. Hines: The most effective administrative and taxing unit, p. 14-18. 3. Adelaide S. Baylor and J. C. Muerman: Consolidation of rural schools, p. 19-33. 4. H. W. Foght: The rural school curriculum, p. 34-39. 5. F. D. Cram: Tests and measurements in rural schools, p. 53-72. 6. J. F. Sims: Summary and recommendations, p. 95-100.

**Burnham, Ernest L.** The social problems of farmers. Journal of rural education, 3:241-46, February 1924.

**Galhoun, J. T.** Consolidated schools in Mississippi. Session 1922-23. Issued by W. F. Bond, state superintendent of education. [Jackson, 1923] 119 p. illus., maps. 8°. (Mississippi. Dept. of education. Bulletin no. 34.)

**Cardozo, Francis L.** The consolidation of rural schools. Education, 44:521-33, May 1924.

Discusses the advantages of consolidation, involving also the transportation of children to school at public expense.

**Carney, Mabel.** The rural influence and possibilities of junior high school organization. Journal of rural education, 3:65-71, October 1923.

"The junior high school organization must be brought well within the grasp of country children before they can make unchallenged claim to its great usefulness as a vital agency for the promotion of democracy."

**Davidson, Isobel.** Training in the right use of leisure. Journal of rural education, 3: 298-304, March 1924.

**Dunn, Fannie W. and Everett, Marcia.** An experiment in a rural school. Teachers college record, 25: 144-55, March 1924.

Discusses the work of the Experimental rural school of Teachers college, in the old Quaker Grove schoolhouse, Allamuchy Township, Warren County, New Jersey. One-teacher school conditions considered.

— **What is rural school supervision?** Journal of rural education, 3:198-203, January 1924.

**Bells, Harry L.; Moeller, Hugh C. and Swain, Carl C.** Rural school management. New York, Chicago [etc.] C. Scribner's sons [1924] xvi, 422 p. front., illus., tables, forms, diags. 12°.

The authors handle in a practical way the problems which arise in the one-teacher rural school both with relation to rural community life and with relation to school organization and administration and teaching procedure.



- Foster, Velma.** Rural school supervision as seen by a rural teacher. *Educational administration and supervision*, 10: 181-88, March 1924.
- Fuller, Rachel Anne.** The country child's chance. *Journal of rural education*, 3: 275-80, February 1924.

Address before the Boone county teachers institute, Lebanon, Ind., January 18, 1924.

- Graves, Frank P.** Recent achievements and next forward steps in rural education. *School and society*, 19: 293-97, March 15, 1924.
- Hoppes, W. C.** Supervision of rural schools. *Journal of rural education*, 3: 261-72, February 1924.

Considers three phases of rural supervision, viz., the need, the present status, and a suggested national program. Says that intelligent leadership is essential to the coordination and unification of educational forces into a progressive rural school program.

- Mueller, A. D.** Standardization of rural schools. *Journal of rural education*, 3: 225-31, January 1924.

A sample rating-card is given.

- Odell, C. W.** A few data concerning the comparative efficiency of one-room and two to four-room rural schools. *School and society*, 19: 530-32, May 3, 1924.

Tables given to show the efficiency of two representative counties in Illinois regarding their rural schools.

- Pennsylvania. Department of public instruction.** One-teacher elementary schools. Handbook of organization and courses of study. Years I-VIII. [Harrisburg, 1924] 309 p. illus., diags. 8°.

- Starrak, J. A.** The present status of manual training in our rural consolidated schools, and a forward-looking program. *Journal of rural education*, 3: 75-78, October 1923.

- Windes, Eustace E.** Elementary rural school agriculture. *Journal of rural education*, 3: 97-104, November 1923.

The author believes that "rural elementary education is elementary education in a rural setting; that the child is to be given such training in the elementary school as will insure his integration with American society as a whole."

- Yawberg, A. G.** Principles and methods of rural school supervision. *Journal of rural education*, 3: 105-16, November 1923.

Gives a definite program of supervision.

## SECONDARY EDUCATION.

- National association of secondary-school principals.** Eighth yearbook. Pub. by the Association, 1924. 222 p. 8°. (H. V. Church, secretary, Cicero, Ill.)

Contains: 1. C. P. Briggs: The holding power of the high school, p. 1-10. 2. Franklin Bobbit: Functions of the high-school principal in curriculum-making, p. 10-16. 3. Susan M. Dorsey: The reconstruction of the junior high-school curriculum of Los Angeles, p. 31-40. 4. W. W. Kemp: The junior-college movement in California, p. 82-94. 5. L. V. Koos: Co-ordinating the work of the senior high school and junior college, p. 94-106. 6. R. J. Leonard: Suggestions for the place and function of junior colleges in a system of schools, p. 106-11. 7. J. W. Withers: The increasing burden of secondary and higher education, p. 112-19. 8. F. H. Swift: What we may learn from California and Massachusetts regarding high-school support, p. 196-209.

- Alltucker, Margaret M.** Is the pedagogically accelerated student a misfit in the senior high school? *School review*, 32: 193-202, March 1924.

"On a basis of this study of 135 cases, it would appear that the superior mental capacity of the accelerated student is the most potent factor in the realization of his general adaptation to the school environment."

**Alltucker, Margaret M.** What can the secondary school do for the student of low I. Q.? School review, 31: 653-61, November 1923.

Says that teachers should find at least one worth-while thing at which the limited pupil can succeed, train him in this, and let him feel honest success. The limited pupil too often leaves high school with a sense of failure.

**The American high school.** A symposium. New republic, 36: 1-27, November 7, 1923. (Educational section.)

Contains: (1) The high school in evolution, by Alexander Inglis, p. 1-3; (2) How much shall we pay for high schools? by Charles H. Judd, p. 3-5; (3) The social composition of the high school, by George S. Counts, p. 5-7; (4) Vocational training in secondary schools, by Wm. M. Proctor, p. 7-8; (5) A job for teachers' organizations, by Henry R. Linville, p. 9-11; (6) What is the high school teacher's job, by Lillian Herstein, p. 11-13; (7) Moral discipline in the high school, by H. S. T., p. 13-15; (8) The parent and the grade adviser, by Agnes M. Conklin, p. 15-17; (9) The rural high school, by George A. Works, p. 17-19; (10) The junior high school, by James M. Glass, p. 19-22; (11) The junior college movement, by Leonard V. Koos, p. 22-24; (12) Some foreign schools, by C. W. Washburne, p. 24-26; (13) What England is thinking, by R. W. Tawney, p. 26-27.

**Beltz, Paul E.** The community and its high school. New York, Boston [etc.] D. C. Heath and company [1923] 371 p. forms, tables. 12°.

The author of this book aims to acquaint students of education and teachers with effective means of realizing the purposes of secondary education in modern life. After surveying the great changes which have taken place in the industrial and economic life of American society during the past century, he briefly sketches the history and purposes of secondary education in the United States, and shows how the high school may meet present-day needs.

**California high school teachers' association.** Committee of fifteen. Report . . . on secondary education in California, 1923. [San Francisco] California high school teachers' association, 1924. 405 p. forms, tables, diags. 8°.

A selected and annotated bibliography on professional literature in education for principals and teachers of secondary schools, prepared under the direction of F. C. Touton: p. 303-401.

**Clements, S. L.** A comparison of a group of high school "failures" with a group of successful students. School and society, 18: 715-20, December 15, 1923.

Some interesting findings are given.

**Dunkerley, G. D., and Kingham, W. R.** The assistant master; a guide to the profession of secondary teaching. London, Methuen & co., ltd., [1923] vii, 122 p. 12°.

**Eikenberry, D. H.** Permanence of high school learning. Journal of educational psychology, 14: 463-81, November 1923.

The object of this investigation was to determine the permanence of learning in certain subjects studied in high school but not continued in higher institutions. The study was made of two senior classes in educational psychology—one in Rutgers College; the other in the New Jersey college for women. A high retention was found in the case of United States history; second came ancient history, and so on down with geometry, Latin, chemistry and physics, in the order named.

**Feingold, Gustave A.** The sectioning of high-school classes on the basis of intelligence. Educational administration and supervision, 9: 399-415, October 1923. tables.

A discussion of the pros and cons of the homogeneous grouping of high-school pupils by means of intelligence tests, in which the author takes the affirmative side of the question.

Views of teachers on the sectioning of high school classes on the basis of intelligence. Educational administration and supervision, 9: 467-86, November 1923.

Concludes that the segregation of at least freshman classes in high school, yields positive and immediate benefits to the mentally alert as well as to the mentally slow pupils.

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**Fretwell, Elbert K.** The adviser of girls and the extra-curricular activities of the high school. *Educational administration and supervision*, 10: 71-78, February 1924.

Paper read before the "Deans of girls in high schools" section of the Tenth annual meeting of the National association of deans of women, at Cleveland, February 27, 1923.

**Gaiser, Paul F.** Occupational representation in high school. *Educational administration and supervision*, 9: 537-46, December 1923.

"An investigation to ascertain the importance of the occupations of the fathers of high school students in determining attendance upon high school and length of stay in high school."

**Horst, H. M.** Student participation in high-school responsibilities. *School review*, 32: 342-55, May 1924.

Describes school responsibility in the West high school, Akron, Ohio. The social side of education is emphasized in this work.

**Howe, C. M.** The high-school teacher and athletics. *School review*, 31: 781-86, December 1923.

**Hughes, W. Hardin.** Some strong points and some weaker points in honor students. *American educational digest*, 43: 354-56, April 1924. diags.

Results of an investigation made by W. Hardin Hughes, Director of research and guidance in the Pasadena city schools, regarding 56 honor scholarship students who were graduated from the Pasadena high school last year.

Improving high school commencements. *American educational digest*, 43: 339-41, 366, 368, April 1924.

Opinions of various educators on present practices, with constructive suggestions.

**Laird, Donald A.** How the high-school student responds to different incentives to work. *Pedagogical seminary*, 30: 358-65, December 1923.

**Osborne, C. H. C.** Experiments in self-government in secondary schools. *Journal of education and School world (London)* 55: 789-91, December 1923.

Conditions in England described.

**Perry, Clarence Arthur.** Frequency of attendance of high-school students at the movies. *School review*, 31: 573-87, October 1923.

Data gathered from questionnaires sent out by the National committee for better films to principals of high schools and by them submitted to their pupils as an English exercise.

**Peters, Harry A.** The honor system in secondary schools. *School review*, 32: 36-39, January 1924.

Discusses the honor system that exists in the University school of Cleveland, Ohio.

**Boemer, Joseph.** Report of the Commission on accredited schools of the Association of colleges and secondary schools of Southern states. *High school quarterly*, 12: 109-27, January 1924.

The report includes a list of schools accredited with the Southern commission, 1923-1924.

**Ruch, G. M.** A mental-educational survey of 1,550 Iowa high school seniors. *Iowa City, The University* [1923] 29 p. incl. tables. 8°. (University of Iowa studies in education. vol. II, no. 5)

On cover: *University of Iowa studies*. 1st ser. no. 72. December 1, 1923.

**Sackett, S. F.** An experiment in high-school democracy. *Educational review*, 67: 262-65, May 1924.

**Scates, Douglas E.** A study of high school and first year university grades. *School review*, 32: 182-92, March 1924.

The students selected for this study were those who entered the University of Chicago directly from the high schools of Chicago for the five years 1916-1922. Says there seems to be a substantial correlation between grades in high school and grades in the first year in college.

**Terry, Paul W.** High school seniors and international good-will. *Education*, 44: 177-88, November 1923.

— Is the high school developing a citizenship intelligently informed of Japanese-American relations? *School and society*, 18: 475-80, October 20, 1923. tables.

**Thorndike, E. L.** Mental discipline in high-school studies. *Journal of educational psychology*, 15: 1-22, 83-98, January, February 1924.

A study based on an examination in 1922 and a re-examination in 1923 of 8,564 pupils who, in 1922, were in grades 9, 10, and 11. The two examinations were alternative forms of a composite of tests of "general intelligence" that are in common use, plus certain ones added in order to have measures with spatial as well as verbal and numerical content.

**Uhl, Willis L.** The time element in high schools. *School review*, 32: 105-21, February 1924. tables.

An effort to discover how much time high-school students spend in extra-class study on each of their school courses.

**Walker, Hugh A. C.** Examinations in the high school. *School review*, 32: 209-217, March 1924.

Study undertaken in the Lynchburg high school, Virginia. Says that the final examination alone should not determine the student's standing or promotion but that good daily work is of far greater importance.

**Zeleny, Leslie D.** Some fundamental considerations underlying the development of morale in the high school. *Educational administration and supervision*, 9: 487-97, November 1923.

#### JUNIOR HIGH SCHOOLS.

**Alltucker, Margaret M.** A counseling plan for bridging the gap between the junior and senior high schools. *School review*, 32: 60-66, January 1924. diags.

Policy followed in the Berkeley high school, Berkeley, Calif.

**Davis, Calvin Olin.** Junior high school education. Yonkers-on-Hudson, N. Y., World book company, 1924. xi, 451 p. illus., plans, tables. 8°.

This is a comprehensive treatise dealing with all aspects of junior high school education. After discussing various definitions of the junior high school and stating the writer's conception of it, the historical development of the junior high school movement is traced.

**Foster, C. E.** The Latimer junior high school. *Elementary school journal*, 24: 279-89, December 1923.

Discusses the work of the Latimer school, Pittsburgh, Pa.

**Glass, James M.** Curriculum practices in junior high schools as revealed in a recent Commonwealth fund investigation. *High school quarterly*, 12: 154-60, April 1924.

**Hawley, Hattie L.** Teaching English in junior high schools; a study of methods and devices. Boston, New York [etc.] Houghton Mifflin company [1924] viii, 142 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

**Lyman, E. L.** The guidance program of the Holmes junior high school. *School review*, 32: 93-104, February 1924.

Discusses "guidance" in the Holmes junior high school of Philadelphia, an experimental school of 1,700 pupils and 68 teachers. Presents four outstanding features of the program, viz.: personal guidance, remedial guidance, civic guidance, and cultural guidance.

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**Pechstein, Louis A. and McGregor, A. Laura.** Psychology of the junior high school pupil. Boston, New York [etc.] Houghton Mifflin company [1924 xix, 280 p. diags. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

**Switzer, C. F.** Housing grades seven and twelve. *Education*, 44:144-53 November 1923.

Says that the junior high school should be established as a separate unit in those communities where a thousand or more pupils are available.

**Terry, Paul W.** Providing adequate housing accommodations for the junior high school. *School review*, 32:13-26, January 1924.

Study based on returns from questionnaires sent to principals and superintendents of junior high schools.

**Van Denburg, Joseph K.** The junior high school in smaller centers. *Educational review*, 67: 90-93, February 1924.

The junior high school is an accomplished fact in the larger cities, and its fundamental advantages may be realized in every town and village, "If we realize that in its city form it can not be transplanted bodily into this different setting."

**TEACHER TRAINING.**

**American association of teachers colleges.** Year book. 1923. (H. C. Minnich, dean of Teachers college of Miami university, Oxford, Ohio, secretary-treasurer).

CONTENTS: Opportunities of the State teachers college, J. W. Withers.—Should the two-year normal schools of the United States become four-year teachers colleges, and why? D. B. Waldo.—What is professional training? A. Linscheld.—The scope of the work to be done by the teachers colleges, E. L. Hendricks.—Nationalization of teachers colleges, J. J. Tigert.—The teacher's load, J. D. Hellman.—The student's marks and load, N. A. Harvey.—The teachers college and its bureau of appointments, H. H. Seerley.—Student participation in government, Florence L. Richards.—Faculty participation in government, E. C. Page.

**Conference on teacher training, Terre Haute, Ind.** Proceedings, centennial conference on teacher training held at Terre Haute, Indiana, Thursday and Friday, December 6-7, 1923. [Terre Haute, 1923] cover-title, 147 p. 8°. (Indiana state normal school bulletin, vol. xvii, no. 1)

Contains: 1. H. C. Minnich: History of normal schools in America, p. 28-40. 2. David Felmley: Colliate rank of the normal school, p. 41-52. 3. W. P. Morgan: Growth of the state normal school, p. 54-74. 4. A. L. Suhrie: The teachers' college as a professional school, p. 75-89. 5. B. J. Burns: The next step toward better schools, p. 93-99. 6. G. E. Maxwell: Standards for state teachers' colleges, p. 100-13. 7. J. R. Kirk: Elements hostile to the teachers' college, p. 114-23. 8. J. F. Sims: Ideal physical equipment for the teachers' college, p. 127-38. 9. Charles McKenny: Professional and academic equipment of the teachers' college faculty, p. 139-47.

President Kirk's address, no. 7 above, is reprinted in the *Journal of education*, 99: 91-96, January 24, 1924.

**Agnew, Walter D.** The administration of professional schools for teachers. Baltimore, Warwick & York, inc., 1924. 262 p. tables, diagr. 8°.

A study of current administrative practices in 30 teachers colleges in 18 states with recommendations for their improvement.

**Churchman, Phillip H.** Training courses for modern language teachers. *Pedagogical seminary*, 30: 309-29, December 1923.

Says that the ideal teacher-training course will include some practice teaching, but will relegate pronunciation, syntax and literature to other courses.

**Cook, William A.** Introducing the student to practice teaching. *Educational administration and supervision*, 10: 294-302, May 1924.

**Cooper, Homer E.** Cost of training teachers; a method of determining cost and its application in the state of New York. Baltimore, Warwick & York, inc., 1924. 112 p. tables, diags. 8°.

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**Dakin, W. S.** Training supervisors for rural schools. *Journal of rural education*, 3: 193-97, January 1924.

Writer says that a study of the present status of supervision training reveals that beyond a few elective courses in the leading educational training institutions, no concerted effort to train for rural school work is being made.

**Hall-Quest, Alfred L.** The Cincinnati plan of teacher training. *Educational administration and supervision*, 10: 129-41, March 1924.

Describes the cooperative plan in vogue in Cincinnati, one of the requirements of which is that all student teachers shall be college graduates before they can be admitted to the department of cooperative teacher training.

**Humphreys, Harry Christopher.** The factors operating in the location of state normal schools. New York city, Teachers college, Columbia university, 1923. vii, 152 p. tables, diags. 8°. (Teachers college, Columbia university. Contributions to education no. 142) *red c*

**Hubbell, Leigh G.** The development of university departments of education in six states of the middle west, with special reference to their contribution to secondary-school progress. Washington, D. C., 1924. v, 126 p. 8°. *red c*

Thesis (Ph. D.)—Catholic university of America, 1924.

The states included in this study are Iowa, Michigan, Wisconsin, Indiana, Illinois, and Ohio.

**Hutson, Percival W.** High-school science teachers: a study of their training in relation to the subjects they are teaching. *Educational administration and supervision*, 9: 423-38, October 1923. tables.

The writer thinks that this study reveals a confusion of the cultural and vocational aims in our teacher-training institutions.

— High-school teachers of the social studies: their training and the subjects they teach. *Journal of educational research*, 9:93-108, February 1924.

A study based on data gathered from high-school teachers of Minnesota.

— Training of the high-school teachers of Minnesota. Minneapolis, Minn., 1923. 3 p. l. 79 p. incl. tables, diags. 8°. (Bulletin of the University of Minnesota, vol. xxvi, no. 46. College of education. Educational monograph no. 3)

**Johnston, Laura M.** A program for training English teachers in normal schools. *Educational administration and supervision*, 10: 37-47, January 1924.

**Jones, Lance G. E.** The training of teachers in England and Wales; a critical survey. London, Oxford University press, H. Milford, 1924. x, 496 p. 8°. *red c*

This survey presents for the first time a comprehensive critical examination of existing arrangements for the education and training of teachers in England and Wales. The historical development of the system is first briefly traced. Next follows a review of the arrangements for the preliminary education and the professional training of the more important groups of teachers, elementary and secondary, the teachers of younger children and of certain special subjects, as well as the provisions made for the further training of teachers in service.

**Kilpatrick, William H.** The value of the philosophy of education in university schools of education. *School and society*, 18: 451-56, October 20, 1923.

Revised from the proceedings of the Society of college teachers of education, February 1923.

**McKenny, Charles.** The professional and academic equipment of the teachers' college faculty. *Journal of education*, 99: 40, 42, 44, 46, January 10, 1924.

**Maxwell, G. E.** The standard for teachers' colleges. *Journal of education*, 99: 69-72, January 17, 1924.

**Melvin, A. Gordon.** The professional training of teachers for the Canadian public schools as typified by Ontario. Baltimore, Warwick & York, inc., 1923. 212 p. tables. 12°.

Since with the exception of Quebec and of Prince Edward Island, the systems of teacher training in the different Canadian provinces are, on the whole, similar, this account which takes Ontario as a norm is fairly representative for the whole Dominion. The book gives a history of teacher training in Ontario and discusses the government, personnel and curriculum of Ontario normal schools, also their contribution to the general problem of teacher training.

**Moore, Mrs. S. M.** The training and equipment of teachers. American annals of the deaf, 69: 130-44, March 1924.

Discusses the training of teachers for the deaf.

**Overman, J. E.** Preparation of teachers of mathematics for junior high schools. School science and mathematics, 23: 842-52, December 1923.

**Pittman, Marvin S.** Shall we train teachers for rural school service? Educational review, 67: 80-85, February 1924.

Emphasizes the importance of trained teachers for rural schools, and says that the university is in a strategic position for the improvement of rural life.

*Right deep*  
**Randolph, Edgar Dunnington.** The professional treatment of subject-matter. Baltimore, Warwick & York, inc., 1924. 202 p. 8°.

The special concern of this study is with the treatment given to subject-matter in professional schools devoted to the education of teachers.

**Reavis, W. C.** The determination of professional curriculums for the training of teachers for secondary schools. School review, 32: 27-35, January 1924.

Says that the problem of determining curriculums for the training of high school teachers is distinctly the job of the teacher-training institutions.

**Schutte, T. H.** Distance and the normal school graduate. Educational administration and supervision, 9: 558-72, December 1923.

Concludes that progress in normal-school construction and organization lies not in numbers of schools but rather in larger schools.

**Snedden, David.** Job analyses, needed foundations of teacher training. Educational administration and supervision, 10: 30-36, January 1924.

Argues for a clearly defined, factored, and evaluated "job analysis" of the specific responsibilities likely or desirably to be met with in the training of teachers.

*right*  
**Taylor, William S.** The development of the professional education of teachers in Pennsylvania. Philadelphia and London, J. B. Lippincott company, 1924. 293 p. tables, diags. 12°.

Covers the period from 1800 to 1923, and includes a final chapter on the future problem in this subject.

**Teal, Fred L.** Content and method in one-year normal courses. Educational review, 67: 36-39, January 1924.

**Waldo, Dwight B.** Should the normal schools become teachers' colleges? Educational review, 66: 198-200, November 1923.

Says that the atmosphere in the newly created four-year teachers' college shows marked improvement over that found in the previously existing two-year normal schools. They attract more competent instructors.

**Whiteratt, L. H.** The professional training of high school teachers. School review, 32: 218-23, March 1924.

Study of the catalogs of 179 institutions of higher education, in the territory of the North central association of colleges and secondary schools. Also includes an analysis of the requirements for state high school certificates of the states in which the institutions are located.

**Withers, John W.** The education of teachers for city school systems. American education, 27: 157-65, December 1923.

Author indicates what should be emphasized in the construction of normal school curricula and discusses a practical program for the education of teachers for city school systems.

## TEACHERS' SALARIES AND PROFESSIONAL STATUS.

**American association of university professors.** Extra-collegiate intellectual service. Status of faculties in university government. Easton, Pa., The American association of university professors, 1924. 108 p. 8°. (*Its Bulletin*, vol. 10, no. 5, May 1924.)

The reports of two committees including a section of data concerning the actual status of faculties in university government in a number of institutions.

**National league of teachers' associations.** Year book, 1923-1924. [San Francisco?] Pacific press, 1923. 79 [1] p. 8°.

**Ballou, Frank W.** What constitutes a modern teaching force? Baltimore bulletin of education, 2: 167-69, 180-83, January 1924.

Address delivered before the Women's civic league and the Public school association of Baltimore, Maryland, December 14, 1923.

**Beals, E. E.** The need of service records for teachers. American school board journal, 67: 45-47, November 1923.

**Brooks, Robert C.** Tenure in colleges and universities. School and society, 19: 497-501, April 26, 1924.

Study based on a questionnaire sent out to 35 institutions.

**Cook, D. H.** Educational engineering [teacher placement]. American school board journal, 68: 49-51, April 1924.

Contains a suggested constitution for a projected teacher placement organization to be known as the National teacher placement league.

**Denny, E. C.** A study of school salaries in four states. American school board journal, 68: 53-54, May 1924.

Missouri, Kansas, Iowa, and Nebraska are the states studied in this article.

**Fraser, Ben W.** The selection of teachers. American school board journal, 68: 37-38, 139-40, May 1924.

A study on how to evaluate applicants, with weighted returns, methods of selection, the superintendent's part, etc.

**Freyd, Max.** A graphic rating scale for teachers. Journal of educational research, 8: 433-39, December 1923.

Directions for making the ratings, and the scales for first five traits, are given.

**Horne, Herman Harrell.** The teacher's code of honor. School and society, 19: 477-82, April 26, 1924.

Professional ethics for teachers.

**Jacobs, Walter B.** The status of the New England high school principal. School review, 32: 371-79, May 1924.

Study based on a questionnaire sent in June, 1923, to all the principals of the New England high schools.

**Lewis, E. E.** Factors determining salary schedules. Journal of educational research, 9: 199-212, March 1924.

Gives the basic principles of salary schedules.

**Monroe, Walter S. and Clark, John A. . . .** Measuring teaching efficiency. Urbana, University of Illinois [1924] 26 p. 8°. (University of Illinois bulletin vol. xxi, no. 22. Bureau of educational research. College of education. Educational research circular no. 25)

Bibliography: p. 18-26.

**Nanninga, S. P.** Teacher failures in high school. School and society, 19: 79-82, January 19, 1924.

Tables are given which have been compiled from data obtained from cities of over 2,500 population in the states of Washington, Oregon, Kansas, and Nebraska.



- Pritchett, Henry S.** The teacher's responsibility for our educational integrity. School and society, 19: 113-19, February 2, 1924.  
An address before the Association of American colleges, January 1924.
- Roberts, W. M.** Pensions for Board of education employees in Chicago. Chicago schools journal, 6: 88-93, November 1923.  
Mentions two important changes made in pension laws relating to the Chicago teachers.
- Teagarden, Florence M.** Professional ethics for educators. Journal of the National education association, 13: 64-67, February 1924.  
Gives list of states that have officially adopted codes, arranged in order as to date of adoption.
- Touton, Frank C.** A self-rating score card for secondary-school principals. Journal of educational research, 8: 335-45, November 1923.
- Wagner, Charles A.** What should be the teacher's part in a scheme of teacher-rating? American school board journal, 68: 57-58, March 1924.

### HIGHER EDUCATION.

**Association of American colleges.** Addresses at the tenth annual meeting . . . Part I, International education. Ed. by Robert L. Kelly, executive secretary, 111 Fifth Avenue, New York city. 76 p. 8°. (*Its Bulletin*, vol. 10, no. 2, April 1924)

Contains: 1. G. E. MacLean: The American university union in Europe, p. 40-46. 2. W. Hullihen: The Delaware plan of undergraduate foreign study, p. 46-57. 3. S. P. Dugan: Foreign students in American colleges, p. 65-74.

— Addresses at the tenth annual meeting of the Association of American colleges. Part II. New York, The Association of American colleges, 1924. [77]-209 p. diags. (fold.) 8°. (*Its Bulletin*, vol. 10, no. 3, May 1924)

Contains: 1. H. M. Gage, C. A. Richmond, M. L. Burton: The place of religion in higher education in America, p. 83-106. 2. R. W. Husband: Report of the Commission on psychological tests and methods of rating, p. 116-29. Discussion by C. R. Mann, p. 129-33. 3. C. L. Clarke: A study of the American liberal college, p. 144-49. Discussion, p. 149-53. 4. The function of the liberal arts college in a university: F. W. Chandler, p. 153-67; H. E. Hawkes, p. 167-78. 5. H. S. Pritchett: The teacher's responsibility for our educational integrity, p. 181-92. 6. Clyde Furst: Report of the Commission on the college curriculum, p. 196-209.

**Association of American universities.** Journal of proceedings and addresses of the twenty-fifth annual conference, held at the University of Virginia, November 9 and 10, 1923. [Chicago, Ill.] The Association [1924] 96 p. 8°.

Contains: 1. A. O. Leuschner: Utilization of national resources at Washington for university purposes of graduate study and research, p. 40-56. C. R. Mann: Bibliography on national university, p. 56-60. 2. R. L. Wilbur and others: The advantages of distribution of research funds to universities rather than to independent research institutions, p. 60-64. 3. H. E. Hawkes: The Columbia new type examination, p. 70-77. 4. A. Lawrence Lowell: The Harvard general examination, p. 81-85. Papers 2, 3, and 4 above are each followed by discussion.

**Association of governing boards of state universities and allied institutions.** Proceedings, Chicago, Ill., November 12-13, 1923. 40 p. 8°. (D. W. Springer, secretary and treasurer, Ann Arbor, Mich.)

**Allen, William Orville.** Who shall go to college? School and society, 19: 230-32, February 23, 1924.

A study based on a survey of public high school seniors in 19 selected schools, and the findings thereof.

**Anderson, Robert Van V.** The selective university. Education, 44: 337-47, February 1924.

Discusses the work of a university with restrictive facilities for attendance.

**Arps, George F.** State supported universities and public education. School and society, 19: 503-9, May 3, 1924.

Address delivered before the Wisconsin teachers' association.

**Aydelotte, Frank.** Honors courses in American colleges and universities. Washington, D. C., The National research council of the National academy of sciences, 1924. 57 p. 8°. (Bulletin of the National research council- vol. 7, part 4. January, 1924. number 40)

Also in part in Bulletin of the American association of university professors, 10: 13-24, March 1924.

**Baldwin, Charles S.** Mass education. North American review, 219: 384-91, March 1924.

Compares methods of teaching in English and American universities.

**Batchelder, Samuel F.** Bits of Harvard history. Cambridge, Harvard university press, 1924. xiv, 323 p. front., plates. 8°.

This volume gathers from the three centuries of Harvard history a great store of tradition and fact based on contemporary records, fugitive pieces, official documents, and (for more recent years) personal recollections.

**Blayne, Lindsey.** Our colleges and literary disciplines. North American review 219: 823-34, June 1924.

A plea for the humanities in institutions of higher education. Deprecates the invasion of the "liberal arts" courses with scientific and utilitarian studies.

**Brady, Mary B.** How students can borrow money with character as security. Independent, 112: 6, January 5, 1924.

Discusses the work of the Harmon foundation, New York city, which grants loans to groups of selected students in properly qualified colleges.

**Brooks, Wendell S.** Who can succeed in college. School and society, 19: 423-27, April 12, 1924.

**Brown, Rollo Walter.** Coeducation versus literature. Harper's magazine, 148: 784-90, May 1924.

Charges that coeducation makes men less humane by giving them a distaste for cultural courses.

**Camp, Walter.** The Frankenstein of college athletics. World's work, 47: 101-5, November 1923.

The writer would rearrange college athletics so that every student would have a place in them, thus benefiting every undergraduate rather than a few.

**Carter, Allan L.** The course in great literature for college undergraduates. Educational review, 67: 24-26, January 1924.

Urges the importance of the study of great literature, and the acquirement of it through translations.

**Childs, H. G.** Standards applying to college preparatory work versus standards applying to non-college preparatory work. High school quarterly, 12: 164-73, April 1924.

**Coffman, Lotus D.** Higher education: new administrative adjustments. American education, 17: 348-55, April 1924.

**Cross, E. A.** A modest proposal. Educational review, 67: 141-45, March 1924.

Discusses the reduction of attendance in over-crowded colleges. Proposes that the over-crowded colleges and universities shall give notice that they will discontinue the practice of accepting freshmen and sophomore students after October 1, 1925; and that in the future they will take care of senior college and graduate students only.

**Crossman, L. E.** On reviving the arts colleges. Educational review, 66: 269-75, December 1923.

Says that the arts colleges must accept a re-orientation; they must familiarize their students with the body of knowledge as a whole.

- Davis, C. O.** The teaching load in a university. *School and society*, 19: 556-58, May 10, 1924.  
 "It is a fair query to ask whether an instructor should be burdened with any greater teaching load than students are allowed to carry as a studying load."
- Deardorff, Neva E.** The new pied pipers, *Survey*, 52: 31-47, 56, April 1, 1924.  
 Discusses the aims and purposes of Girard college, Philadelphia, Pa.; Moosehart, near Aurora, Ill.; Carson college, Flourtown, Pa.; the orphanage at Hastings-on-Hudson, New York; and the Hershey industrial school, Hershey, Pa. Illustrated.
- Dewey, John.** The liberal college and its enemies. *Independent*, 112: 280-82, May 24, 1924.  
 ——— The prospects of the liberal college. *Independent*, 112: 226-27, April 26, 1924.  
 Says that obstacles to the development of the liberal college are not found primarily within the college, but lie rather in the temper of the American public.
- Edmonson, J. B. and Mulder, F. J.** Size of class as a factor in university instruction. *Journal of educational research*, 9: 1-12, January 1924.  
 Study based on data obtained in the school of education of the University of Michigan.
- Elliot, Charles W.** Harvard memories. Cambridge, Harvard university press, 1923. viii, 143 p. plates. 8°.  
 ✓ The publication of this book seems appropriate in view of the recent celebration of ex-President Elliot's ninetieth birthday. The contents consist of a reprint of three addresses on The traditions of Harvard college, The function of a university, and The Harvard yard and buildings.
- The Fifteenth interfraternity conference. *School and society*, 18: 744-45, December 22, 1923.  
 Conference held in New York city, Nov. 30-Dec. 1. This report, signed "R. W.," announces the establishing of a new national fraternity, the Phi Kappa Pi, chapters of which will be organized within six months at institutions from New Hampshire to Iowa and Nebraska.
- Forsyth, C. H.** What it costs today to go to college. *School and society*, 19: 44-45, January 12, 1924. table.  
 A comparison of the costs of attending the University of Illinois in 1908-9, and Dartmouth College in 1922-23, etc.
- Fort, L. M.** College-admission requirements in the North Central association. *School review*, 31: 680-84, November 1923.  
 A study based on questionnaires sent out to all of the colleges, normal schools, and junior colleges in the North central association of colleges and secondary schools, requesting information about their practice concerning entrance requirements for the liberal arts course, or the course corresponding to that course. The uniform requirement is 15 units for entrance.
- Hawkes, Herbert E.** The function of the liberal arts college in a university. *School and society*, 19: 203-9, February 23, 1924.
- High school and college—A symposium. *Journal of the New York state teachers' association*, 11: 97-112, April 1924.  
 The views given are from both the high school standpoint and the college standpoint.
- Horn, P. W.** The bad college risk. *School review*, 31: 670-79, November 1923.  
 Is not in favor of limiting college attendance and says that "If the American college is to refuse to take bad risks, it will thereby proclaim that it is at least different from the rest of America."
- Hoskins, Halford L.** Self-starting the Freshman college history course. *Historical outlook*, 14: 254-57, October 1923.  
 Study made of the subject designed for use in Tufts college
- Johnson, Roy L.** Study-habits and note-taking of graduate students. *School review*, 32: 293-99, April 1924.

**Jordan, David Starr.** The American university and some of its foes. *School and society*, 19: 1-5, January 5, 1924.

**Kandel, I. L.** What is a college for? *American review*, 1: 3-59, May-June 1923.

College should develop habits of study and vital intellectual interests and should stimulate intellectual effort and power of thought.

**Kirkpatrick, J. E.** Revolution in Latin-American universities. *Survey*, 51: 528-29, February 15, 1924.

**Kunkel, B. W.** The colleges and scientific leadership. *School and society*, 19: 411-12, April 5, 1924. table.

A study based on an examination of distinguished Americans listed in Cattell's American men of science, last edition.

— The representation of colleges in graduate and professional schools. *School and society*, 18: 745-50, December 22, 1923.

An effort to measure intellectual enthusiasm by ascertaining the representation of the alumni in graduate and professional schools.

**Laird, Donald A.** A study of some factors causing a disparity between intelligence and scholarship in college students. *School and society*, 19: 290-92, March 8, 1924.

Several suggestive findings are given in the concluding summary.

**Marvin, Cloyd H.** Relation of the university to the state. *School and society*, 18: 361-70, September 29, 1923.

Inaugural address of the president of the University of Arizona.

**May, Mark A.** Predicting academic success. *Journal of educational psychology*, 14: 429-40, October 1923.

Discusses the problem of defining and measuring academic success and of discovering and measuring the elements that compose it.

**Meklejohn, Alexander.** Freedom and the college. New York and London, The Century co. [1923] xiv, 231 p. 12°. LB  
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A collection of papers which express the author's views on various phases of educational policy are given in this book. The career is presented of Eliaba Benjamin Andrews, a leader in freedom. and Pawtucket, R. I., "the machine city," is described. In the field of college administration, papers are included dealing with the theory of the liberal college, and the unity and reorganization of the curriculum.

**Metcalf, Maynard M.** Research and the American college. *Science*, 59: 23-27, January 11, 1924.

Research work at Oberlin college, Ohio. Emphasizes the promotion of research work in college.

**Minnesota. University. Committee on educational guidance.** Report of the Committee on educational guidance to President L. D. Coffman, University of Minnesota. [Minneapolis, 1923] cover-title, 67 p., 2 l. 8°. (The Bulletin of the University of Minnesota. vol. xxvi, no. 31. August 4, 1923)

**Murray, Elsie.** Freshman tests in the small college. *Journal of applied psychology*, 7: 258-76, September 1923.

Describes a freshman group intelligence test which was given at Sweet Brier college, Va.

**National research council. Research information service.** Fellowships and scholarships for advanced work in science and technology. [Washington, D. C., The National research council of the National academy of sciences, 1923] 94 p. 8°. (Bulletin of the National research council. vol. 7, pt. 2, no. 38. Nov., 1923)

**North, Cecil C.** A neglected function of American higher education. *School and society*, 18: 729-33, December 22, 1923.

Discusses the need for a cultivation of idealism and moral vision.

**Perkins, Henry A.** The American college. *North American review*, 219: 533-44, April 1924.

Would devote the first two years to general courses in the humanities; the last two to studies of a practical nature; and shorten the period of preparation for the professions.

**Rogers, Lester B.** Relation of the college of letters and science to the professional schools. *Educational review*, 67: 204-11, April 1924.

**Smythe, George Franklin.** Kenyon college; its first century. New Haven, Pub. for Kenyon college by the Yale university press, 1924. x, 349 p. front, plates, ports. 8°.

**Thurber, Clarence H.** State aid for higher education. *Educational review*, 67: 252-56, May 1924.

Says that a study of all the different forms of fiscal support given by states to their higher educational institutions shows that 63 institutions of 84 investigated receive state aid through annual or biennial appropriations.

**Updegraff, Harlan.** The internal administration of the college. *School and society*, 18: 631-41, December 1, 1923.

Inaugural address of the president of Cornell college.

**Walters, Raymond.** Statistics of registration in American universities and colleges, 1923. *School and society*, 19: 173-81, February 16, 1924. tables.

**Wilson, William B.** On the failure of the college to handicap its graduates. *School and society*, 19: 149-53, February 9, 1924.

"A paper which the writer has never been asked to give before a faculty of Arts and sciences."

#### JUNIOR COLLEGES.

**Harbeson, John W.** The place of the junior college in public education. *Educational review*, 67: 187-91, April 1924.

Says that the junior college is in reality a secondary school, consequently it should be placed in the secondary school system instead of being attached to the university.

The junior college. *High school quarterly*, 12: 73-75, January 1924.

#### FEDERAL GOVERNMENT AND EDUCATION.

**Tucker, Henry St. George.** The so-called Sterling-Towner bill. *Congressional record*, January 7, 1924. Appendix. p. 654-78.

Speech of Hon. Henry St. George Tucker, of Virginia, in the House of Representatives, Thursday, January 3, 1924. Opposed to the bill.

**Watkins, Isabel.** Federal aid for education. An outline and collation of material for the South Carolina high school debating league. [Columbia, S. C., 1924] 130 p. 8°. (Bulletin of the University of South Carolina no. 135, Jan. 1, 1924)

**Williams, Charl Ormond.** Putting you in education. *Good housekeeping*, 78: 35, 164-70, February 1924. illus.

"The purpose of the Education bill, perhaps the most important measure now before Congress, and one that you should work for, is explained by the field secretary of the National education association."

## SCHOOL ADMINISTRATION.

**Clement, J. H.** How should school supervision be differentiated from school administration. *Kansas teacher*, 18: 7-11, December 1923.

The article contains numerous quotations from superintendents regarding the definitions of these terms.

**Deffenbaugh, W. S.** The selection of the school superintendent. *American school board journal*, 68: 36, 104, June 1924.

**Edmonson, J. B. and Lewis, Erwin E.** Problems in the administration of a school system. Bloomington, Ill., Public school publishing company [1924] 94 leaves. 4°.

**Edwards, I. N.** Recent judicial decisions relating to the powers of boards of education. *School review*, 32: 445-54, June 1924.

Discusses decisions regarding the authority of school boards to control the dress of pupils; district liability for negligence; authority of school boards to prescribe the method of vaccination; prohibition of high-school fraternities, etc.

**Hood, William B.** The composition of county boards of education. *American school board journal*, 67: 35-37, November 1923.

— The county as a source of school support. *American school board journal*, 68: 37-38, February 1924.

— Does the county unit need better definition? *American school board journal*, 67: 35-36, 138, August 1923.

**MacCaughy, Vaughan.** Schools and taxes in California. *School and society*, 19: 101-106, January 26, 1924.

**Peel, Arthur J.** Simplified school accounting. *American school board journal*, 68: 37-38, December 1923; 49-50, February 1924.

These are articles no. VII and VIII of a series which began in the February, 1923, issue, and follows in the March, May, June, September and October issues of the periodical.

**Scott, Charles E.** Educational supervision. *American school board journal*, 68: 36, 131, 43-44, 39-40, 47-49, 107, March-June, 1924.

To be continued.

**Studebaker, J. W.** School board organization and the superintendent. *American school board journal*, 68: 37-39, 133-34, April 1924.

Read before the Department of superintendence of the National education association, February 1924.

**Sutton, William Seneca.** Problems in educational administration. Austin, 1923. 80 p. 8°. (University of Texas bulletin no. 2845. December 1, 1923.)

## EDUCATIONAL FINANCE.

**Alexander, Carter.** The work of the Educational finance inquiry. *Teachers college record*, 25: 212-22, May 1924.

**Haas, Francis B.** Supervision of the budgets of state educational institutions. *Annals of the American academy*, 113: 112-20, May 1924, no. 202.

The author, who is director of the administration bureau, Department of public instruction of Pennsylvania, declares that "state supervision must accompany state money."

**Hardy, H. Claude.** A study of school costs, Fairport, New York. New Milford, Pa., Advertiser press, 1923. 42 p. 8°.

**Hunt, Charles W.** The cost and support of secondary schools in the state of New York. A report reviewed and presented by the Educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. x, 107 p. tables, diags., form (fold). 8°. (The Educational finance inquiry, vol. III.)

This study presents data with respect to the per-pupil yearly cost of high schools, and of various high school subjects. In both cases the data are segregated by the size of the communities within the state. In addition, it investigates the school factors which have a bearing on high school costs, and the abilities of communities of all types to support secondary schools.

**McGaughy, J. B.** The fiscal administration of city school systems. A report reviewed and presented by the Educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. 95 p. tables, diags. 8°. (The Educational finance inquiry, vol. V)

— Who shall determine the amount of the city school budget? *American city*, 30: 350-52, April 1924.

**Newcomer, Mabel.** Financial statistics of public education in the United States, 1910-1920. A report reviewed and presented by the Educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. vii, 188 p. tables, diags. 8°. (The Educational finance inquiry, vol. VI)

A general demand has been noted from various classes of inquirers, especially from educators, for authoritative information on the cost of public education, so presented as to permit comparisons between the states.

**Pratt, Orville C.** Recent achievements in budget planning. *American school board journal*, 68: 41-42, March 1924.

Abstract of a paper prepared for the Department of superintendence, Chicago, February 24-28, 1924.

**Stoops, B. O.** Elementary school costs in the state of New York. A report reviewed and presented by the educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. x, 123 p. tables, diags. 8°. (The Educational finance inquiry, vol. II.)

This study presents data regarding the cost of kindergartens and elementary schools segregated by the size of communities within the state, by grades, and by subjects within the grade. It distinguishes, as well, between the expenses involved for teaching and for other items.

**Strayer, George D., and Haig, Robert Murray.** The financing of education in the state of New York. A report reviewed and presented by the Educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1923. xiii, 205 p. tables, diags. 8°.

This first volume to appear of the Educational finance inquiry seeks to present a sound formulation of the principles involved in financing education, by a thorough study of conditions within one state. New York state was chosen because of its unusually complete fiscal records, and because it presents almost every possible form of school economic condition, type of community, and geographical area.

**Swift, Fletcher Harper.** Lessons from Massachusetts school finance. I. State policies. II. Local policies. *American school board journal*, 68: 49-51, May 1924; 40-41, 104, 107, June 1924.

**Swift, Fletcher Harper; Graves, Richard A., and Tiegs, Ernest Walter.** Studies in public school finance. The East: Massachusetts, New York, New Jersey. Minneapolis, University of Minnesota, 1923. xi, 240 p. tables (partly fold.) diagrs. 8°. (Research publications of the University of Minnesota. Education series, No. 2.)

This monograph is one of a series of studies of systems of school support in a number of individual states. These studies are designed to supply complete and detailed knowledge on the basis of which scientific principles of school finance may be formulated and then applied to accomplish much-needed reforms in methods of school administration.

**Twente, John W.** Budgetary procedure for a local school system. Montpelier, Vt., Capital city press, [1923] 184 p. 8°.

Bibliography: p. 137-39.

### SCHOOL MANAGEMENT.

**Anderson, C. J. and Bush, Maybell G.** The supervisor at work—I. Journal of educational method, 3: 136-44, December 1923.

Constructive suggestions to the supervisor.

**Ashbaugh, E. J.** Reducing the variability in teachers' marks. Journal of educational research, 9: 185-98, March 1924.

Illustrated with tables and graphs.

**Batchelder, Nathaniel H.** Cooperative school government. Harvard graduates' magazine, 32: 371-82, March 1924.

An experiment in student government described.

**Blumenthal, Frances.** A new method for approximating the homogeneous grouping of school children. Educational administration and supervision, 10: 321-29, May 1924.

The grouping of school children of similar ability is discussed.

**Constance, Jennie M. and Hanna, Joseph V.** An experiment in sectioning freshman English. Educational review, 67: 150-53, March 1924.

Describes experiment at Bradley [polytechnic institute in sectioning classes in freshman English on the basis of ability.

**Engelhardt, N. L.** A score card of the records and reports of a city school system. American school board journal, 68: 70, 72, 74, April 1924.

The score card suggested follows closely the Strayer-Engelhardt score card for school buildings.

**Feingold, Gustave A.** Views of teachers on the sectioning of high school classes on the basis of intelligence. Educational administration and supervision, 9: 467-86, November 1923.

Says that the segregation of at least freshman classes in high school yields "positive and immediate benefits to the mentally alert as well as to the mentally slow pupils."

**Garrett, Henry E.** An empirical study of the various methods of combining incomplete order of merit ratings. Journal of educational psychology, 15: 157-871, March 1924.

**Gates, C. Bay.** The management of smaller schools. Boston, New York [etc.] Houghton Mifflin company [1923] ix, 174 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

The writer offers this book as a pioneer attempt to bring to those in the smaller schools some of the results of a rather extensive study of educational literature as well as a considerable experience as teacher, principal, and superintendent in small-school systems.

3697-24†—4



- Honeywell, R. J.** A convenient grading system. *Educational review*, 68: 26-28, June 1924.
- Suggests that the course grade be expressed in per cents, and that every exercise to be considered in determining this grade be given an appropriate numerical value so that the highest possible credits in all when added together will equal one hundred.
- Irwin, Elizabeth A. and Marks, Louis A.** Fitting the school to the child; an experiment in public education. New York, The Macmillan company, 1924. xxvi, 339 p. tables, diags. 8°. (Experimental education series, ed. by M. V. O'Shea.)
- The story of the grading of children in Public school no. 64, Manhattan, an experiment carried on by the Public education association of New York in cooperation with the school authorities.
- John, Bolland E.** The principal's load. *School review*, 31:748-55, December 1923.
- Result of a study based on a questionnaire sent out to a number of high school principals, but does not include the returns on the "loads" of junior high school principals, or vice-principals.
- Lively, Bertha A. and Pressey, S. L.** A method for measuring the "vocabulary burden" of textbooks. *Educational administration and supervision*, 9: 389-98, October 1923.
- Based on the result of an investigation regarding the number of technical words in a junior high-school science book, which revealed an astounding number of technical words.
- Park, Ford E.** A grading and promotion plan based on the use of intelligence and educational tests. *Elementary school journal*, 23: 219-26, November 1923.
- Thinks that such a plan is a start on the problem of grading and promotion on a sound and democratic basis.
- Parmenter, Ethel M.** The concentration study hall. *School review*, 32: 53-59, January 1924.
- The problem of study-hall conditions at the East technical high school, Cleveland, Ohio. Standards formulated by the students' council described.
- Ranow, George E.** Educational exhibits—a neglected opportunity. *Educational administration and supervision*, 9: 499-505, November 1923.
- Gives a list of firms who furnish exhibits, and states that he has letters giving permission to use the names. Discusses the educational and advertising values of exhibits.
- Rasey, Lee C.** A program arrangement for mental groups. *School review*, 31:608-11, October 1923.
- Homogeneous grouping of students according to mental ability determined by tests.
- Reavis, W. C.** The administration of supervised study. *School review*, 32: 413-19, June 1924.
- Ross, Clay Campbell.** The diagnostic value of individual record cards. *Educational administration and supervision*, 9: 439-44, October 1923. tables.
- An attempt to determine the value of report cards of pupils from elementary grades through high school to vocational counselors and other persons engaged in advising pupils concerning future careers.
- Simpson, Mabel E.** The relation between the principal and the supervisor. *Journal of educational method*, 3: 226-32, February 1924.
- Strayer, George D. and Engelhardt, N. L.** A score card and standards for the records and reports of city school systems. Preliminary ed. New York city, Teachers college, Columbia university, 1923. 2 p. l., 81 [5] p. 8°.
- "Partial bibliography": p. 80-81.
- Tope, B. E. and Groom, Emma.** Size of class and school efficiency. *Journal of educational research*, 9: 126-32, February 1924.

**Yawberg, A. G.** Instructional supervision with the announced visit as an important factor. School review, 31: 763-76, December 1923.

Effective supervision requires 5 essential conditions: 1. A high grade teaching corps; 2. Superintendent and teachers must have definite goals of attainment; 3. Help and direction must be given to attain these goals; 4. Results must be tested and checked in order that such attainment be known; 5. Co-operation must be developed between teachers and superintendent.

#### CURRICULUM MAKING.

**National education association. Department of superintendence.** Second yearbook. 1924. The elementary school curriculum. Washington, National education association, 1924. 296 p. tables, diags. 8°.

Contains: Part I, The elementary school curriculum—1. B. T. Baldwin: The capacity of the child for education, p. 15-29. Part II, Machinery and organization for devising, revising, and supervising the curriculum—2. H. B. Wilson: The administrator's viewpoint, p. 37-45. 3. Worth McClure: The principal's viewpoint, p. 50-60. 4. Jeannette Jacobson: The class-room teacher's viewpoint, p. 62-66. 5. Florence M. Hale: The rural viewpoint, p. 68-76. Part III, A general analysis of present elementary school curriculum practice—6. W. S. Gray: The scientific determination of a valid program of reading instruction, p. 105-9. 7. J. F. Hosiak: The course of study as an instrument of supervision, p. 127-29. 8. Agnes E. Doherty: Time allotment of subjects—Days and weeks, p. 173-85. 9. Alice Barrows: The work-study-play, or platoon, plan, p. 214-24. Part IV, Recent developments—10. J. M. Glass: Present curriculum practices in the junior high school, p. 227-42.

**Barr, A. S.** Making the course of study. Journal of educational method, 3: 371-78, May 1924.

Discusses the steps in curriculum construction, who shall make the course of study, organizing the course of study, and the development of detailed teachable units.

To be concluded.

**Bobbitt, Franklin.** How to make a curriculum. Boston, New York [etc.] Houghton Mifflin company [1924] 292 p. 12°.

Presents the point of view and the methods of work employed in the ten-year program of curriculum improvement which was begun two years ago by the teachers and supervisory officials of Los Angeles, with the advisory assistance of Prof. Bobbitt, of the University of Chicago.

**Clement, John Addison.** The business of scientific curriculum making in secondary education. School science and mathematics, 24: 121-30, February 1924.

Read before the Illinois academy of science at Galesburg, 1923.

**Curriculum making in secondary schools.** New York, H. Holt and company, 1923. 534 p. tables, diags. 12°.

The work makes a detailed survey of the program of secondary studies as a whole. The fundamental thesis is that the core of secondary school curricula should be primarily social, which means that social studies and social objectives should constitute a considerable part of a pupil's curriculum throughout each year of the six years, at least, of secondary education.

**Kyte, George C.** The cooperative development of a course of study. Educational administration and supervision, 9: 517-36, December 1923.

An account of the development of the course of study in history and civics for the kindergarten and elementary grades of the city of Berkeley, California.

**Rugg, Harold.** Curriculum-making: what shall constitute the procedure of national committees? Journal of educational psychology, 15: 23-42, January 1924.

#### EXTRA-CURRICULAR ACTIVITIES.

**Chamberlain, Arthur H.** High school fraternities. Sierra educational news, 20: 156-60, March 1924.

Author favors strict enforcement of the state anti-high school fraternity law, and is strongly opposed to secret fraternities in high school.

**Clark, Thomas A.** The busy undergraduate. Journal of the New York state teachers' association, 11: 91-97, April 1924.

It is the author's belief that the undergraduate through his extra-curricular activities is determining and directing his own education.

**Collier, E. E.** Occupational cooperation and its demands upon the school. School and society, 18: 481-87, October 27, 1923.

Organized "student participation" offers opportunities for experience in cooperation. The author makes some suggestions as to what schools may do to develop ability in students to cooperate in school life.

**Dement, Alice L.** Values in extra-curricular organizations in the high school. School review, 32: 40-48, January 1924.

Study based on questionnaires sent to 65 high schools in the state of California.

**Fretwell, Elbert K.** The adviser of girls and the extra-curricular activities of the high school. Educational administration and supervision, 10: 71-78. February 1924.

**Glueck, Bernard.** Some extra-curricular problems of the classroom. New York. Joint committee on methods of preventing delinquency [1924] cover-title. 15 p. 8°. (Joint committee on methods of preventing delinquency. Publication no. 3.)

Also in School and society, 19: 143-49, February 9, 1924.

**Nixon, O. F.** Student publications in high schools. American school board journal, 67: 45-47, December 1923.

The information in this article was gathered through questionnaires prepared and sent out by the author during the spring of 1922.

**Sherwood, H. N.** The value of high school publications. Educational review, 67: 20-21, January 1924.

Acknowledges the value of high school publications, but thinks they ought to be carefully supervised.

**Thalheimer, Joseph A.** School publications. Education, 44: 429-36, March 1924.

Declares that the school publication is probably the greatest single factor, with the possible exception of the assembly, in the fullest development of school spirit. Gives advice as to conduct of school journals.

**Worcester, D. A.** The effect of outside work and athletics upon scholarship. School and society, 18: 779-80, December 29, 1923. tables.

### SCHOOL BUILDINGS AND GROUNDS.

**Booth, W. S.** Representative city elementary school buildings of Illinois. The law governing the sanitation of school buildings. Francis G. Blair, superintendent of public instruction. W. S. Booth, supervisor of city elementary schools. [Springfield, Ill., Jeffersons printing company, 1924] 134 p. illus., plans. 8°. ([Illinois. Dept. of public instruction] Circular no. 182.)

**Borden, W. W.** Buildings and equipment for junior high schools. American school board journal, 68: 47-48, April 1924.

**Challman, Samuel A.** Rooms and equipment for industrial arts. American school board journal, 48: 71-75, 132, 135, January 1924.

Illustrated with plans and charts.

**Engelhardt, N. L.** School building programs. American city, 30: 51-55, January 1924.

The scientific development of school building programs as exemplified in Solvay, N. Y.

**Ittner, W. B.** High cost and sane economies in the building of schools. Elementary school journal, 24: 365-67, January 1924.

Says that boards of education and superintendents may bring about sane economy in their building policies by means of centralization. Centralization involves the building of fewer and larger schools.

- Kimball, D. D.** Twelve years of school building ventilation. *American school board journal*, 48: 54-56, 140; 51-52, 132, 135, January-February 1924.
- Kingsley, Clarence D.** School building planning and educational engineering. *American school board journal*, 48: 49-50, January 1924.
- Neale, Mervin G. and Severson, Sigurd B.** A school building program for the city of Winona, Minnesota. *Minneapolis, Minn., 1922.* x, 66 p. 8°.
- School-building survey.** *Elementary school journal*, 24: 168-71, November 1923.

A survey of the city of Ottawa, Kansas, made by the Bureau of school service of the University of Kansas, to prepare a plan for building the new schoolhouses which the school system of that city needs.

- Sibley, Ernest.** Planning schools for educational purposes. *School review*, 32: 288-92, April 1924.
- Offers as a concrete example of the development of a school plan, the new high school building at Hempstead, Long Island.

- Smith, H. L.** Suggestions on schoolhouse planning. Prepared and issued under the direction of Benjamin J. Burris, state superintendent. February, 1924. Indianapolis, Wm. B. Burford, contractor for state printing and binding, 1924. 24 p. 8°. (Indiana. Dept. of public instruction. Bulletin no. 70.)

#### SCHOOL HYGIENE AND SANITATION.

- Aikin, C. V.** Medical inspection of schools and correction of defects. *Nation's health*, 5: 864-66, 936, December 1923.

Says that the three most important existing factors for securing corrections are: (1) The grade-teacher; (2) the child himself; and (3) the physicians practising in a community.

- Anderson, Elma I.** Hot lunches served in consolidated schools. *Nation's health*, 6: 97-98, 142, February 1924.

Describes plans for arranging and serving the supplementary hot dishes at minimum trouble and cost.

- Arnold, E. H.** Posture, in the light of science. *American physical education review*, 28: 361-65, October 1923.

- Baldwin, Bird T.** The use and abuse of weight-height age tables as indexes of health and nutrition. *Journal of the American medical association*, 82: 1-4, January 5, 1924.

The data were secured from the records of 74,000 boys and 55,000 girls.

- Beeson, Marvin F.** The need of more adequate medical examination of school children in the United States. *Pedagogical seminary*, 30: 382-88, December 1923.

Work in this country and in England.

- Bluhm, M. M.** The practical application of preventive dentistry to public school system. *Dental cosmos*, 65: 1317-22, December 1923.

Says that preventive dentistry can not be practiced efficiently on the adult, but can be best applied to childhood in school life.

- Brydon, Mary E.** The Virginia plan for health education in the public schools. *American journal of public health*, 14: 229-33, March 1924.

- Buck, Carl E.** The standardization of school medical inspection. *American journal of public health*, 13: 1017-23, December 1923.

Gives the scale of grading physical conditions which is being used in Detroit.

- Cooper, G. M.** The public school clinics of North Carolina. *Nation's health*, 6: 12-14, 66, January 1924.

**Dansdill, Theresa.** Health training in schools; a handbook for teachers and health workers. Prepared for the National tuberculosis association . . . in consultation with C. M. De Forest. New York, National tuberculosis association, 370 Seventh avenue, 1923. xiii, 405 p. illus. 8°.

Presents a complete course of health lessons, based upon information, specific acts, corrective exercises, projects, stories, poems, and games. Outlines for lessons throughout the year are provided for every grade below the high school, also actual material for each lesson.

**Dodson, John M.** The physician in child welfare and health education. n. p. [1924] p. 159-65. 8°.

Reprinted from *Hospital social service*, IX, 1924, 159.

Read before the American child health association, Detroit, Michigan, October, 1923.

**Eye strain of school children.** *Nation's health*, 5: 711-12, October 1923.

A study of lighting of schoolrooms, etc. Illustrated.

**Goler, G. W. and Johnson, A. M.** Medical school inspection in Rochester, N. Y. *Journal of the American medical association*, 81: 1548-51, November 3, 1923.

Illustrated with maps, diagrams, and facsimiles of cards used.

**Mattfield, H. W.** A study in smoking. *School and society*, 19: 26-31, January 12, 1924.

An appeal to the innate idealism in every boy will accomplish more towards eliminating smoking than perhaps anything else.

**Neumayer, S. W.** Medical and sanitary inspection of schools for the health officer, the physician, the nurse, and the teacher. [2d ed.] Philadelphia and New York, Lea & Febiger, 1924. x, [17]-462 p. plates, illus., forms, diags., tables. 8°.

**Reasner, William F.** The recording of schoolroom data on communicable diseases. *Journal of the American medical association*, 81: 1857-60, December 1, 1923.

The schools selected for the study represented each geographic subdivision of the Minneapolis school system and an enrolment of nearly 10,000 children.

**Spencer, Mary E.** Medical supervision in Catholic schools. Washington, D. C., National Catholic welfare conference, Bureau of education, 1924. 47 p, forms, tables. 12°. (*Education bulletins*, no. 1, January, 1924.)

This pamphlet deals with the practice of medical supervision as it now affects the Catholic school, demonstrates the necessity of adequate supervision in support of health education, discusses means of financing the service, and gives general information regarding supervision for the aid of both teachers and supervisors.

**Sundwall, John.** The training of teachers and leaders for health education. *Journal of educational method*, 3: 233-38, February 1924.

#### SOCIAL HYGIENE.

**Gilman, Catheryne C.** An organization to assist mothers in their responsibility for social hygiene education. *Journal of social hygiene*, 9: 411-21, October 1923.

Discusses the work of the Women's cooperative alliance of Minneapolis.

**Gosline, Harold I.** A rational system of sex instruction. *Journal of social hygiene*, 9: 466-77, November 1923.

**Gruenberg, Benjamin C.** Parents and sex education. I. For parents of children under school age. New York, The American social hygiene association [1923] vi, 100 p. 12°.

While this book has been written primarily to aid parents, it is also intended to be of service to teachers of children or young people, in imparting sex training.

**Oberndorf, C. P.** Sex education in the light of analytic experience. *Mental hygiene*, 7: 734-43, October 1923.

Doubts the advisability of lectures on sex hygiene to classes or large groups of either sex in high schools. Says that a psychiatrist should be attached to the staff of every high school and college.

**Richards, Florence H.** Sex education and the schools. *Journal of social hygiene*, 9: 396-403, October 1923.

Outlines courses of study. Emphasizes the biological sciences as best adapted for indirectly imparting sex education because of their frequent dealing with sex and reproduction in plants and animals.

### PUBLIC HEALTH.

**Downing, Elliott R.** The teaching of hygiene and sanitation. *School science and mathematics*, 23: 613-23, 739-48, October, November 1923.

**Hill, H. W.** Should we have faculties of public health. *Science*, 59 n. s.: 153-56, February 15, 1924.

Advocates such faculties because there are certain specific subjects peculiar to public health that are not taught in medical curricula.

**Sundwall, John.** The training of teachers and leaders for health education. *Journal of educational method*, 3: 233-38, February 1924.

Discusses hygiene and public health, school hygiene, theory and practice of physical education and athletics.

**Symonds, Percival M.** Health habits, related knowledge and problems of health. *Education*, 44: 261-73, 365-76, January-February, 1924.

Discusses knowledge relating to community hygiene, and general health problems.

### MENTAL HYGIENE.

**Taft, Jessie.** The relation of the school to the mental health of the average child. *Mental hygiene*, 7: 673-87, October 1923.

Says that the only practical and effective way to increase the mental health of a nation is through its school system.

**Treadway, Walter L.** The place of mental hygiene in the schools. *American journal of public health*, 13: 928-37, November 1923.

**Williams, Frankwood E.** A selected list of books on mental hygiene and allied subjects. *Mental hygiene*, 8: 326-39, January 1924.

### PHYSICAL TRAINING.

**Bukh, Neils.** How the Danish revolution in physical education has revitalized the physical culture of Europe. *Playground*, 17: 445-46, 467, 479, November 1923.

"As told for America by its leader."

**Dawson, George E.** The educational content of physical education. *American physical education review*, 28: 355-61, October 1923.

Author believes that physical education should become one of the most effective agencies in individual and racial growth.

**Dodson, Frances A.** Physical education—a new plan. *Virginia teacher*, 4: 217-22, September-October 1923.

Physical education in the Dalton plan and in its outgrowth the "Progress book" idea which is used in the Harrisonburg training school.

**Howe, C. M.** The high school teacher and athletics. *School review*, 31: 781-86, December 1923.

Discusses the "grave and ever increasing problem" with its attendant evils

**Pearce, Palmer E.** Athletics and education. High school quarterly, 12: 19-27, October 1923.

The author is a Brigadier-General, U. S. A.

**Perrin, Ethel.** Athletics for women and girls. Playground, 17: 658-61, March 1924.

Address given at the Recreation congress, Springfield, Illinois, October 10, 1923.

**Starrak, J. A.** The problem of athletics in our consolidated and small town high schools. Journal of rural education, 3: 311-17, March 1924.

The author criticizes the athletic work in the small high schools, but also tells how matters may be remedied.

**Tigert, John J.** The campaign for national physical fitness. Playground, 18: 600-2, 622, February 1924.

Address delivered at tenth Recreation congress, Springfield, Illinois, October 8-12, 1923.

**Wright, F. L.** The place of athletics in the curriculum. Education, 44: 299-307, January 1924.

Says that athletics will never become a part of the curriculum until administered by the superintendent of schools and the board of education. Every athletic coach should be a real teacher, having carefully prepared himself in biology, sociology, psychology, and education.

#### PLAY AND RECREATION.

**Chase, Daniel.** Fourteen points in good sportsmanship. Playground, 17: 392-94, October 1923.

Community recreation leadership in 680 cities. Playground, 18: 11-24, April 1924. illus.

**Gilkey, Charles W.** Recreation and the church. Playground, 17: 495-98, December 1923.

States that religion and recreation belong together as creative agencies.

**Lamkin, Nina B.** Neighborhood parties. Playground, 17: 387-90, 422-24, October 1923.

Suggestions for neighborhood days and evenings.

**Rainwater, Clarence E.** Play as collective behavior. Journal of applied sociology, 8: 217-22, March-April 1924.

Discusses the subject under the following heads: Ascendency of collective responses, Dependence of play on group experience, Rise of the traditional game, Play dissociated from other behavior, and Socio-rational determination of play

**Sibley, Ernest.** The comprehensive school playground and building program. Elementary school journal, 24: 434-39, February 1924.

**Smith, John F.** Home made play-apparatus. Playground, 17: 403-6, October 1923. illus.

Directions are given for making the apparatus illustrated in the article.

**Young, H. E.** Does the small town need a playground? Playground, 17: 647-48, 673, March 1924. illus.

Discusses the successful management of the playground in the town of Pittsfield, N. H.

#### SOCIAL ASPECTS OF EDUCATION.

**Allport, Floyd Henry.** Social psychology. Boston, New York [etc.], Houghton Mifflin company [1924] xiv, 453 p. illus., diags. 8°.

The most recent psychological investigation and theory are in this book put at the service of those interested in the study of social relationships. More specifically, two main lines of scientific achievement are treated—the behavior viewpoint and the experimental method.

**Bogardus, Emory S.** Fundamentals of social psychology. New York and London, The Century co., 1924. xiv, 479 p. 8°. (The Century social science series, ed. by E. A. Ross.)

The author considers interstimulation the very essence of social psychology, and accordingly does not treat social psychology as merely the application of the psychology of the individual to the group. This emphasis upon interstimulation constitutes a new basis for the subject.

**Clow, F. B.** The rise of educational sociology. *Journal of social forces*, 2: 332-37, March 1924.

Reviews the literature on the subject. Gives bibliography.

**Fubank, Earle E.** Education for social work, why and how? *Journal of applied sociology*, 8: 164-70, January-February 1924.

**Hart, Joseph K.** Education by accident. *Survey*, 51: 257-59, 288, December 1, 1923.

Emphasizes the necessity of the reorganization of our social living and its education. Speaks of modern education as being in the "patent medicine" stage.

**Marts, Charles E., and Kinneman, John A.** Social science for teachers. Boston, New York [etc.], Houghton Mifflin company [1923] xii, 340 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

This is an elementary treatise on the life of people in organized society, presenting in simple form some of the more important present-day social problems, describing briefly the great governmental and social institutions of such society, and pointing out the relation of all these to the problem of education for citizenship in a democracy.

**Nichols, Jeanette P.** Harnessing college power to promote public welfare in the South. *Journal of social forces*, 2: 45-47, November 1923.

**Benwick, Albert.** The social status of the schools of Calumet and Portage townships. *Education*, 44: 457-80, April 1924.

Discusses the present social trend of the Calumet and Portage schools, Michigan; socializing the curriculum; school solidarity, etc.

**Snedden, David.** Can sociology produce new syntheses of educational theory? *Educational administration and supervision*, 10: 173-80, March 1924.

Says that we possess yet only the beginnings of a science of educational aims and values.

Uses of community resources in the junior high school. *Teaching*, 8: 3-27, February 1924.

#### CHILD WELFARE.

**Hart, Hastings H.** Child welfare in the District of Columbia; a study of agencies and institutions for the care of dependent and delinquent children. New York, Russell Sage foundation, 1924. x, 150 p. front., plates. 8°.

**Mangold, George B.** Problems of child welfare. Rev. ed. New York, The Macmillan company, 1924. xviii, 602 p. 12°.

**O'Shea, M. V., ed.** The child: his nature and his needs. A survey of present-day knowledge concerning child nature and the promotion of the well-being and education of the young. [Valparaiso, Ind.] The Childrens foundation [1924] ix, 516 p. plates, tables. 8°.

This volume comprises contributions from a number of prominent authorities. It aims to sum up and apply what is known regarding the nature and the physical, intellectual, social, and moral needs of childhood and youth.

#### MORAL EDUCATION.

**Bodley, Homer S.** The fourth "R." The forgotten factor in education. New York, Chicago, Fleming H. Revell Company [1923] 271 p. 12°.

The fourth "R" is used by the author as standing for Righteousness or Right relations.



**Kent, Charles F.** Can we fill the gap in modern education? *Educational review*, 66: 251-57, December 1923.

Contents that studies and disciplines that mould character and shape moral ideals and determine conduct must be given a central rather than a secondary place.

**Marrs, J. J.** Course in moral instruction. *Mississippi educational advance*, 15: 42-45, June 1924.

Gives a list of stories and books, with the author's name, and the moral lesson each teaches.

**Marvin, Arthur D.** Dishonesty in the American school and its cause. *Education*, 44: 290-98, January 1924.

Discusses cribbing, cheating in examinations, bluffing, pupil at fault, teacher at fault, etc.

**McNelly, A. E.** Bluffing—a problem in morals. *School and society*, 19: 9-12, January 5, 1924.

**McNutt, Walter S.** Case study of ethical standards for public schools. *Education*, 44: 393-405, 491-508, March, April 1924.

Discusses suggestive program for direct teaching, student cooperation, etc.

**White, A. K. and Macbeath, A.** The moral self; its nature and development. With a foreword by A. D. Lindsay. London, E. Arnold & co., 1923. viii, 232 p. 12°. (The modern educator's library. General editor—Prof. A. A. Cock.)

#### RELIGIOUS AND CHURCH EDUCATION.

**Franciscan educational conference.** . . . Report of the fifth annual meeting. Cleveland, Ohio, June 28, 29, 30, 1923. vol. v, no. 5. [Cincinnati] The Conference, 1923. 167 p. front. 8°.

**Athearn, Walter S.** The Indiana survey of religious education: vol. one. The religious education of Protestants in an American commonwealth, by W. S. Athearn, E. S. Evenden, W. L. Hanson, and W. E. Chalmers. New York, George H. Doran company [1923] 580 p. plates, charts, tables. 8°.

This Indiana survey is conducted by the Institute of social and religious research, New York, and directed by Mr. Athearn. The present volume gives a full analysis of the quantity and quality of the religious education of Protestants in the state of Indiana. Because of the methods of analysis and interpretation used in this survey and because Indiana may be said to represent in a general way a large section of the United States, it is believed that this book will be suggestive as regards other states.

**Brown, E. H.** The life of Christ in the Upper Sandusky high school. *School review*, 31: 704-6, November 1923.

An experiment recounted in a class which voted to spend a period of time left after finishing the required work of a semester, in studying the life of Christ.

**Cloyd, D. E.** Week-day religious instruction. *Review of reviews*, 69: 188-92, February 1924. illus.

**Committee on the war and the religious outlook.** The teaching work of the church. New York, Association press, 1923. ix, 309 p. 8°.

This report discusses why the church must be a teacher, how the church should teach, and how organize its teaching, and training by the church for Christian leadership.

**Guenther, Adeline.** Winning the unchurched boys and girls. A story of what the daily vacation Bible school is doing to win American boys and girls to Christ and His standards of life. *Missionary review of the world*, 47: 33-40, January 1924. illus.

Discusses the development and growth of the vacation Bible schools in the country.

**Jacks, L. P.** A living universe; three lectures. London, Hodder and Stoughton [1923] 127 p. 12°.

Dr. Jacks, principal of Manchester college, Oxford, Eng., delivered these three lectures during 1923 dealing respectively with the following in a living universe: education and religion, civilization, and immortality. The first two lectures were given for the Hibbert trust, and the third was given to university extension students in Oxford.

**MacLean, Donald Alexander.** Catholic schools in Western Canada; their legal status. Toronto, The Extension print, 1923. 2 p. l., vi-x p., 2 l., 162 p. 8°.  
Thesis (Ph. D.)—Catholic university of America, 1923.

**Mummery, Helen E.** A program of co-operation for the home and the vacation church school. Religious education, 19: 111-20, April 1924.

**Ryan, James H.** The proposed monopoly in education. Atlantic monthly, 133: 172-79, February 1924.

Discusses the Sterling-Reed bill for establishing a department of education.

**Shepherd, William G.** Shall we teach religion in school? Good housekeeping, 78: 21-21, 172-77, February 1924.

The writer says he wants his children taught religion by some one; whether the teacher is Protestant, Catholic, or Jew, nevertheless he wants them taught.

**Smith, Cecil D.** A unified system of church schools. Sunday school journal, 56: 273-74, 282-83, May 1924.

**Squires, Walter Albion.** A parish program of religious education; suggestions for a church school designed to carry on a unified system of religious education consisting of a program of leadership training, a program of coöperation with the home, and a central program of information, worship, and expression. With an introduction by Harold McA. Robinson, D. D. Philadelphia, The Westminster press, 1923. 234 p. 12°.

**Statson, Paul C.** The administration of week-day schools of religious education. Elementary school journal, 24: 615-20, April 1924.

Discusses the experiment tried in Dayton, Ohio, which has proven a success.

**Stidger, William L.** Put the Bible back in school. An interview with Henry Ford. Good housekeeping, 78: 83, 240-43, April 1924. illus.

## MANUAL AND VOCATIONAL TRAINING.

**Eastern arts association.** Proceedings, fourteenth annual meeting, Providence, R. I., May 3, 4, and 5, 1923. 136 p. 8°. (Frank E. Mathewson, secretary, Wm. L. Dickinson high school, Jersey City, N. J.)

Contains: 1. W. F. Bates: Training of the art teacher, p. 43-49. 2. A. F. Payne: Some unsolved problems of vocational education, p. 63-67. 3. M. J. Kane: Industrial relations as affected by educational activities, p. 97-105.

**English, Horace B.** The Antioch plan. Journal of the National education association, 12: 402-4, December 1923.

**Furney, Oakley.** The place and purpose of the part-time school. Journal of the New York state teachers' association, 11: 59-63, March 1924.

The author thinks that definite training for the many hundreds of types of occupations can best be learned at places of employment rather than in the public part-time schools.

**Heim, B. W.** A democratic program of vocational education. School and society, 18: 641-45, December 1, 1923.

**Leonard, Robert J.** The superintendents' opportunity to co-ordinate general and vocational education. *Industrial education magazine*, 25: 271-75, April 1924.

This discussion, prepared for the Chicago meeting of the Department of superintendence, represents the point of view of thirty-two city superintendents.

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**McAlmon, Victoria.** A study in occupations for classes in community life problems. Minneapolis public schools, 1923-1924. [Minneapolis, 1923] 2 p. l., 3-43 p. incl. tables, diagrs. 8°.

**Montana.** Department of education, *Helena*. First year course in Occupations [high school] *High school quarterly*, 12: 134-38, January 1924.

Contains a brief bibliography of books and pamphlets on Occupations, p. 137-38.

**Payne, Frank Arthur.** A classification of the various aspects of practical education. *Industrial-arts magazine*, 13: 167-69, May 1924.

Defines a number of confusing terms, and arranges them under four general headings: Practical arts, Prevocational, Vocational industrial education, and Vocational industrial training.

**Stone, H. E.** Vocational education for business. *Educational review*, 67: 31-33, January 1924.

As a stimulant to thought the author asks the question: "Why not a school of commerce, accounts, and finance in every state university in America?"

#### VOCATIONAL GUIDANCE.

**Chapman, J. Crosby.** Tests for trade proficiency. *Annals of the American academy of political and social science*, 110: 45-59, November 1923.

**Kennedy, Lyrra Harriet.** Vocational guidance. *Education*, 44: 250-52, December 1923.

**Laird, Donald A.** The careers of the college student. *Pedagogical seminary*, 30: 347-57, December 1923.

A study of the careers chosen by college freshmen and seniors and the avowed reasons for their choice. This investigation was made at the University of Wyoming.

*W*  
**McCracken, Thomas Cooke, and Lamb, Helen Etta.** Occupational information in the elementary school. Boston, New York [etc.] Houghton Mifflin company [1923] xiv, 250 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The authors believe that vocational guidance should be begun in the kindergarten, and continued through the elementary and higher schools, and have prepared their volume to meet this need. Realizing that large numbers of our pupils leave school at about the sixth grade, they undertake to show what teachers of vocations may accomplish in the schools up to this point.

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**Monroe, Walter S.** . . . Educational guidance in high schools. *Urbana, The University of Illinois* [1923] 14 p. 8°. (University of Illinois bulletin, vol. xxi, no. 15: Dec. 10, 1923.)

Bureau of educational research. College of education. Educational research circular no. 23.

**Moore, Bruce V.** A tested method of using tests for vocational guidance. *School and society*, 18: 761-64, December 29, 1923. diagrs.

**Myers, George E.** A critical review of present developments in vocational guidance with special reference to future prospects. *Vocational guidance magazine*, 2: 139-42, March 1924.

**Payne, Arthur F.** Problems in vocational guidance. *School and society*, 19: 394-97, April 5, 1924.

**Teops, Herbert A.** Tests for vocational guidance of children thirteen to sixteen. New York city, Teachers college, Columbia university, 1923. xii, 159 p. tables (part fold.) 8°. (Teachers college, Columbia university. Contributions to education, no. 136)

**Yoakum, C. A. and Bills, Marion A.** Tests for office occupations. Annals of the American academy of political and social science, 110: 60-73, November 1923.

"The evidence is clearly against the old method of selection by chance, by hiring and firing, by personal opinion, by individual 'hunches,'" etc.

### WORKERS' EDUCATION.

**Cressman, Luther S.** The corporation school; a suggestion concerning education in industry. Journal of social forces, 2: 208-11, January 1924.

A study based on questionnaires sent to various large corporations in the United States.

**Hamilton, Walton H.** The educational policy of "a labor college." Journal of social forces, 2: 204-8, January 1924.

Discusses the work at Brookwood labor college, Katona, N. Y. Presents an outline of the curriculum.

**Pearson, P. H.** The European work school. Journal of educational method, 3: 332-35, April 1924.

Says "the work school principles will be most successful in those subjects where the hand work and the brain work may be most naturally and most organically united."

### AGRICULTURE.

**East, E. M.** An academic opportunity. Harvard graduates' magazine, 32: 202-10, December 1923.

Emphasizes the need for a great graduate school of agriculture.

**Marchal, Em.** Higher agricultural education of the future. International review of the science and practice of agriculture, n. s. 1: 265-71, April-June 1923.

Periodical published by the International institute of agriculture, Rome, Italy.

**Woodward, Carl B.** The curriculum of the college of agriculture. Educational review, 67: 27-31, January 1924.

Says that the curriculum of the college of agriculture within the next decade will move strongly in the direction of the liberal courses as fundamental to the technical.

### HOME ECONOMICS.

**Bevier, Isabel.** Home economics in education. Philadelphia, London [etc.] J. B. Lippincott company [1924] 226 p. 8°. (Books on the home, ed. by B. R. Andrews)

This book considers the evolution of educational ideals, the development of the education of women, and the development of home economics. It is designed not only for teachers and students of home economics, but for all interested in the adjustment of education to modern needs.

**Cooley, Anna M. and Reeves, Grace.** Some investigations concerning the use of certain home economics information tests. Teachers college record, 24: 374-92, October 1923. illus.

**Costanzo, Giulio.** The teaching of household management in Italy. International review of agricultural economies, n. s. 1: 543-56, October-December 1923.

Domestic science instruction in the women's training colleges and other schools of Italy.

**Cranor, Katherine Taylor.** Graduate work in textiles and clothing. *Journal of home economics*, 16: 14-17, January 1924.

Advocates that strong courses in beginning textiles, textile chemistry, textile economics, and industrial and economic history should be required of all clothing students, in order to make a substantial background for graduate work.

**Davies, Jessie D.** The teaching of domestic science in secondary schools. *Journal of education and School world* (London) 55: 725-27, November 1923.

Conditions in England described.

**Roman, Mata.** Voluntary supplementary studies in nutrition. *School review*, 31: 777-80, December 1923.

Results obtained in a nutrition class of the University high school of the University of Chicago.

### COMMERCIAL EDUCATION.

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**Jones, Conner Thorne.** Teaching business subjects in the secondary school. New York, The Ronald press company, 1924. vii, 307 p. 8°.

### PROFESSIONAL EDUCATION.

#### GENERAL.

**Capen, Samuel P.** Tendencies in professional education. *Educational record*, 5: 13-27, January 1924.

Delivered before the Association of urban universities, November 1923.

#### LAW.

**Association of American law schools.** Handbook . . . and proceedings of the twenty-first annual meeting, held at Chicago, Ill., December 27-29, 1923. 124 p. 8°. (Ralph W. Aigler, secretary-treasurer, University of Michigan, Ann Arbor, Mich.)

#### MEDICINE.

**Begg, Alexander S.** Present-day training in medicine. *Boston medical and surgical journal*, 190: 273-77, February 21, 1924.

Emphasizes the various phases of preventative and public medicine, as well as the general curriculum of medical schools.

**Bradford, E. H.** Medical education fifty years ago. *Boston medical and surgical journal*, 189: 748-62, November 15, 1923.

A critical and historical review of medical education in the United States fifty years ago.

**Burton, Ernest D.** The business of a university medical school. *Journal of the American medical association*, 82: 844-48, March 15, 1924.

Emphasizes the importance of research on the part of professors and fellows.

**Colwell, N. P.** The intern problem from the standpoint of medical education. *Journal of the American medical association*, 82: 150-52, January 1924.

— Present needs of medical education *Journal of the American medical association*, 82: 838-40, March 15, 1924.

Emphasizes more careful selection of instructors, correlation between laboratory and clinical teaching, and the extension of graduate teaching.

**Cushing, Harvey.** The clinical teacher and the medical curriculum. *Journal of the American medical association*, 82: 841-44, March 15, 1924.

Says that students cannot begin too early in their course to think in terms of the patient.

**Du Bois, Eugene F.** On certain courses not listed in the medical curriculum. *Science*, n. s., 59: 53-56, January 18, 1924.

Discusses the curriculum, etc., of the Cornell university medical school.

**Flexner, Abraham.** Medical education, 1909-24. Journal of the American medical association, 82: 833-38, March 15, 1924.

Also in Educational record, 5: 75-91, April 1924.

Notes the progress of medical education. Says, however, that as to the clinical side serious defects, lacks, and irregularities are still too numerous.

**Hough, Theodore.** The age of graduation of medical students. Journal of the American medical association, 81: 1679-83, November 17, 1923.

Says that present standards of medical education cannot be held responsible for late graduation in medical schools. Enumerates factors of late graduation in paper.

**Meyer, A. W.** Recent assaults on medical education. School and society, 19: 593-99, May 24, 1924.

Discusses the criticism on the present curriculum of the medical schools in the United States.

#### ENGINEERING EDUCATION.

**Society for the promotion of engineering education.** Proceedings of the thirty-first annual meeting, held at Cornell university, Ithaca, N. Y., June 20-23, 1923. vol. xxxi. Pittsburgh, Pa., Office of the secretary, 1924. 255 p. front., diags. 8°. (F. L. Bishop, secretary, University of Pittsburgh, Pittsburgh, Pa.)

Contains: 1. C. F. Scott: Training for leadership, p. 43-51. 2. I. N. Hollis: Leadership of teachers, p. 80-93. 3. W. C. John: Analysis of attendance at engineering schools, 1921-23 and 1923-23, p. 170-77.

**Lyford, Oliver S.** The engineer as a leader in industry. Engineering education, 14: 156-83, December 1923.

Shows the interrelationship between the engineering schools and the industries and the need for cooperation of the two organizations interested in the development and successful functioning of leadership in industry.

**Saville, Thorndike.** Some relations of engineering education to engineering ethics. Engineering education, 14: 459-66, April 1924.

#### CIVIC EDUCATION.

**Chassell, Clara Frances and Chassell, Ella Buckingham.** A test and teaching device in citizenship for use with junior high school pupils. Educational administration and supervision, 10: 7-29, January 1924.

**Cummins, Robert A.** Good citizenship. Peabody journal of education, 1: 221-28, January 1924.

Reports the results obtained from a completion test in good citizenship based upon an empirical analysis of the concept "good citizenship."

**Dunn, Arthur W.** World civics in the schools. Survey, 51: 205-7, November 15, 1923.

The Junior red cross as an influence in the teaching of "world civics."

**Hadow, W. H.** Citizenship. Oxford, At the Clarendon press, 1923. xi, 240 p. 12°.

The series of lectures which is here reproduced discusses the development of the civic idea and its bases, the relation between the individual and the state, and the problems of empire and of international relations. One chapter deals with civic education, and its place in schools, universities, and after life.

**Hall, Madison.** The Declaration of Independence and modern education. Journal of education, 98: 370-72, October 18, 1923.

**Haskin, Frederic J.** The American government. Rev., enl., illus. Philadelphia and London, J. B. Lippincott company [1923] 484 p. plates. 8°.

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**Hawes, Ida E.** The attendance department—a laboratory of citizenship. *School review*, 32: 266-75, April 1924.

Describes the work of the attendance department of the Pasadena (Calif.) high school, which was organized two years ago as a distinct administrative unit, and its effect in improving the morale of the pupils. Value in training for self-reliance, citizenship, and leadership.

**Howerth, Ira W.** The teaching of patriotism. *Educational review*, 67: 135-40, March 1924.

Discussion of the meaning of patriotism, and how it may best be taught.

**Bugg, Earle.** Applied citizenship. *School and society*, 19: 90-94, January 26, 1924.

Says that the "value of school training, in final analysis, will be determined by the efficiency exhibited by adult citizens."

**Snedden, David.** Can we get good civic education? *School and society*, 18: 575-80, November 17, 1923.

The writer states that so far as he knows "there is no department of a college, normal school or other agency (with perhaps a single recently founded exception) devoted to the training of teachers of civism or workers in the major field of civic education."

**Tildsley, John L.** Are our schools successfully preparing for citizenship? *School and society*, 18: 721-24, December 22, 1923.

Suggests the creed of the high schools of New York city in the matter of training for citizenship and announces the courses they need to carry it out.

**Woodburn, James Albert and Moran, Thomas Francis.** The American community; an elementary text in community civics. New York, Chicago [etc.] Longmans, Green and co., 1924. iv, 455, v-xlviii p. illus. 12°.

#### AMERICANIZATION.

**Howerth, I. W.** First aid in Americanization. *Education*, 44: 237-49, December 1923.

Emphasizes the clear understanding and relative evolution of the principles underlying our form of government as a pre-requisite to Americanization work.

#### MILITARY AND NAVAL EDUCATION.

**Colby, Elbridge.** Army officers at civilian colleges. *Education*, 44: 629-35, June 1924.

**Biesenberg, Felix.** The school on a ship. *Outlook*, 136: 24-26, January 2, 1924.

Education in the U. S. Navy for the enlisted men.

#### REHABILITATION OF DISABLED.

**National conference on vocational rehabilitation of civilian disabled, Washington, D. C., 1924.** Proceedings . . . held at the Hotel Hamilton, Washington, D. C., February 4-8, 1924. Issued by the Federal board for vocational education, Washington, D. C. Washington, Govt. print. off., 1924. x, 162 p. 8°. ([U. S.] Federal board for vocational education. Bulletin no. 93. Civilian vocational rehabilitation ser. no. 8)

**Franz, Shepherd Ivory.** Nervous and mental re-education. New York, The Macmillan company, 1923. ix, 225 p. illus., tables. 12°.

The author of this book is director of laboratories, St. Elizabeth's hospital, Washington, D. C., and professor of psychology in George Washington university. He points the way to the rehabilitation of men or children who are crippled either because of nervous or mental disease or injury. The book deals with the cases of those disabled in industry as well as of those who have been injured in war.

## EDUCATION OF WOMEN.

- Bernard, Frances F.** The educational program of the American association of university women. *Journal of social forces*, 2: 279-81, January 1924.
- Cowley, Elizabeth B.** A humanized course in mathematics for the first year in a women's college. *Education*, 44: 92-99, October 1923.
- Dunbar, Olivia H.** Women at man-made colleges. *Forum*, 70: 2049-58, November 1923.  
 Contains that the typical coeducational college increases the artificial femininity of the women students and the arbitrary domination of the men.
- Gorst, Harold E.** Girls' parliaments: an experiment in education. Fortnightly review, 195: 708-20, May 1924.
- Kingsley, Florence Morse.** The life of Henry Fowle Durant, founder of Wellesley college. New York and London, The Century co. [1924] 354 p. front. (port.) plates. 8°.
- Matske, Edith H.** A study of the voluntary health program of the women students of the University of Missouri. *Journal of social hygiene*, 10: 89-101, February 1924.
- Newcomer, Mabel and Gibson, Evelyn S.** Vital statistics from Vassar American journal of sociology, 29: 430-42, January 1924.  
 Statistics show that approximately 60 per cent of Vassar alumnae marry. This proportion is increasing and the interval between graduation and marriage is decreasing.
- Peixotto, Jessica B.** The case for coeducation. *Forum*, 70: 2059-66, November 1923.  
 Argues for coeducational colleges. Says that only through the discipline gained by studying side by side with men can women hope to hold their own when they leave college.
- Rice, Richard A.** Does college educate girls. *Educational review*, 66: 195-98, November 1923.  
 Asks the question: "Does the standard liberal education educate girls?" Women as compared with men are elusive, temperamental, fanciful, individual. "How then," says the writer, "can education, the standard thing, man's long tradition, suit this temperamental versatility?"
- Rogers, Agnes L.** The intelligence of women graduates of colleges of liberal arts entering the teaching profession. *School and society*, 19: 201-2, February 16, 1924.
- Seelye, L. Clark.** The early history of Smith college, 1871-1910. Boston and New York, Houghton Mifflin company [1923] ix, [1] 242 p. front. (port.) plates. 12°.
- Smithies, Elsie M.** The qualities essential to a dean of girls. *School review*, 32: 203-8, March 1924.  
 A study based on the opinions of several hundred individuals of different ages and interests.
- Sturtevant, Sarah M.** The qualifications and preparation of deans of women. *Teachers college record*, 25: 179-87, May 1924.  
 An address before the teacher-training section of National association of deans of women, February 27, 1924.

## NEGRO EDUCATION.

- Favrot, Leo M.** Negro school attendance. *Southern workman*, 53: 9-13, January 1924.  
 Emphasizes the poor attendance in Negro schools of the South.



**Ottermann, Charles.** A unique negro school. *Southern workman*, 53: 213-19, May 1924.

Describes the work of the Harriet Beecher Stowe school of Cincinnati, Ohio.

### EDUCATION OF THE DEAF.

Compulsory education of the deaf. *Volta review*, 26: 77-80, February 1924.

Gives states which have compulsory education laws that apply to the deaf, etc.

**Pittinger, Dr.** How to improve the industrial training in schools for the deaf. *American annals of the deaf*, 59: 234-49, May 1924.

**Samuelson, Estelle E.** Employment services for the deafened. *Volta review*, 25: 488-98, November 1923.

Tabular statement of American schools for the deaf, October 20, 1923. *American annals of the deaf*, 69: 2-22., January 1924.

The same number includes a list of American instructors of the deaf, with their addresses.

**Wright, John D.** Schools for the deaf in France. *Volta review*, 26: 273-78, June 1924.

### EXCEPTIONAL CHILDREN.

**Birby, Herbert D.** A case for the education of the gifted. *Educational review*, 66: 258-59, December 1923.

A plea for the super-training of the gifted child.

— Organizing classes for gifted children. *Educational review*, 67: 196-99, April 1924.

Discusses the organization of classes for gifted children in Cleveland, Ohio.

**Blanchard, Phyllis and Paynter, Richard H.** The problem child. *Mental hygiene*, 8: 26-54, January 1924.

A study based on the examination of 500 school children who were considered problems at home or at school. Almost twice as many boys as girls were found in the problem group. Advocates social and psychiatric studies of pupils.

**Campbell, C. Macfie.** The nervous child. *School and society*, 18: 291-97, October 6, 1923.

Read before the Harvard teachers' association, April 23, 1923.

**Coy, Genevieve Lenore.** The interests, abilities and achievements of a special class for gifted children. New York city, Teachers college, Columbia university, 1923. 3 p. 1., 194 p. tables, diags. 8°. (Teachers college, Columbia university. Contributions to education, no. 131)

A detailed account of a class for gifted children which was held in Columbus, Ohio. The final chapter makes suggestions for further experimentation in the field of the education of the gifted, and a full bibliography is included.

**Fernald, Walter E.** The subnormal child. *School and society*, 18: 397-406, October 6, 1923.

Sums up in four points: 1, Early recognition of every defective child; 2, Education suited to each child's needs and capacity; 3, Long-continued industrial and vocational training; 4, Social service during the school life of the child.

**Freeman, Frank N.** The treatment of the gifted child in the light of scientific evidence. *Elementary school journal*, 24: 652-61, May 1924.

Says that from the point of view of intellectual adjustment, acceleration accomplishes both the saving of time and the enrichment of the instruction.

**French, W. C.** A plan of organization for taking care of bright pupils. *Elementary school journal*, 24: 103-8, October 1923.

An account of grouping by the use of mental tests, in the schools of Drumright, Okla.

**Horn, John Louis.** The education of exceptional children; a consideration of public school problems and policies in the field of differentiated education. New York and London, The Century co., 1924. xvi, 343 p. diagsr. 8°. (The Century education series)

Bibliography at end of most of the chapters.

**Johnson, O. J.** Solving the problems of gifted children by means of the special class. *American school board journal*, 67: 41-43, November 1923.

**Mateer, Florence.** The unstable child; an interpretation of psychopathy as a source of unbalanced behavior in abnormal and troublesome children. New York, D. Appleton and company [1924] xii, 471 p. tables, diagsr. 12°.

The thesis of this volume is that wrong mental function, or psychopathy, explains why a child acts erratically when heredity, environment, physical condition, and education give no clue to his behavior. Mental quality in a child may be deficient, while his quantity of intelligence is normal or above.

**O'Flaherty, William.** A study of the average child in school districts 17 and 18, City of New York. Assisted by a committee of principals in school districts 17 and 18. [New York city, 1923] 32 p. incl. tables. 8°.

**Fechstein, Louis A.** Factors influencing the school success of the blind. *School and society*, 19: 47-52, January 12, 1924. tables.

— Handling the superior child. *Educational administration and supervision*, 10: 1-6, January 1924.

**Stedman, Lulu M.** Education of gifted children. Yonkers-on-Hudson, N. Y., World book company, 1924. viii, 192 p. diagsr., tables. 12°. (Measurement and adjustment series, ed. by L. M. Terman.)

In the training department of the Southern branch of the University of California at Los Angeles, formerly the State normal school, there is a department called the opportunity room for the training of gifted children, which was organized by the author of this book. She here describes her work with this special class, both in general and in relation to a number of individual cases.

**Three problem children; narratives from the case records of a child guidance clinic.** New York, Joint committee on methods of preventing delinquency [1924] 146 p. 8°. (Publication no. 2)

Here are published the narratives of three children who presented problems of conduct, in order to give some indication of the assistance offered by modern science to those seeking to understand such cases and to guide them into normal development. Psychiatry offers a new approach to the handling of children who are delinquent, or maladjusted, or unhappy. A general discussion of the three cases is contributed to the volume by Prof. Henry C. Morrison, of the University of Chicago.

**Wallace, Dorothy.** Problem of the quasi-delinquent in the school. *Mental hygiene*, 8: 115-65, January 1924.

Says that the visiting-teacher movement in the schools is one that is bound to act as a powerful force against delinquency. Discusses the clinical work in different cities in regard to the maladjusted.

## EDUCATION EXTENSION.

**Draper, William H.** University extension; a survey of fifty years 1873-1923. Cambridge, University press, 1923. vi, [1] 155 p. 12°.

**Haldane, E. S.** Adult education in rural districts. *Nineteenth century*, 95: 609-16, April 1924.

Conditions in England described.

**Hill, Robert T.** The present status of education for adults. *Educational review*, 66: 201-4, November 1923.

Thinks that many of the forms of adult education now in vogue, under personal or private or institutional initiation and auspices, will eventually become part of an extending public program of adult education.

**Johnson, Franklin W.** The educational activities of the Young men's Christian association in New York city. Teachers college record, 35: 124-33, March 1924.

Result of study showing a work of surprisingly wide scope in the education of adult men.

**Keller, Franklin J.** What the continuation school does for boys and girls. American review, 2: 182-89, March-April 1924.

The continuation school commands consideration as an institution functioning independently to prepare the pupil for life itself.

**Mansbridge, Albert.** The older universities of England, Oxford and Cambridge. London, Bombay [etc.] Longmans, Green & co., 1923. xxiv, 296 p. plates. 8°.

This account of the Universities of Oxford and Cambridge is written from the standpoint of one who has not studied in these institutions, but who has given much attention to the "extra-mural" work, designed to extend their advantages to the many working men and women who possess an interest in, and a capacity for, scholarship and advanced thought.

**Massachusetts child labor committee, inc.** The continuation schools of Massachusetts. A study made by the Massachusetts child labor committee inc., January, 1924. [n. p., 1924] cover-title, 31 p. illus. 8°.

**Orchard, Hugh A.** Fifty years of chautauqua; its beginnings, its development, its message and its life. Cedar Rapids, Ia., The Torch press, 1923. 313 p. 12°.

**Wellemeier, J. F.** A typical public evening school. School review, 32: 300-6, April 1924.

Survey of an evening school at Quincy, Ill., which was organized in the fall of 1917. The curriculum is determined by the students themselves and has a definite relation to daily occupations and needs.

**Winalow, Leon L.** The museum and the school. School arts magazine, 23: 387-95, March 1924.

The treasures of an art museum are for use in education no less than in recreation. There should exist an intimate contact between the museum and the school.

### LIBRARIES AND READING.

**Barnes, Walter.** The children's poets. Analyses and appraisals of the greatest English and American poets for children, for use in normal schools, library schools, and homes. Yonkers-on-Hudson, N. Y., World book company, 1924. vii, 264 p. 8°.

Fourteen of the most significant poets who have written for children are discussed at length in this volume, and brief analyses of sixteen minor poets are included.

**Certain, C. C.** The elementary school library defined in terms of book conservation and library service. Elementary school journal, 24: 357-64, January 1924.

Says that no school can reach its highest efficiency until it provides for the systematic and broad use of reading materials which the presence of a trained librarian insures.

**Connecticut. State board of education.** A manual for secondary school libraries. Hartford, Conn., State board of education [1923] vi, 45 p. 8°. (High school bulletin 3. Ser. 1922-1923)

**Fargo, Lucile F.** "Seventeen" and the reference librarian. Educational review, 67: 146-49, March 1924.

Discusses the work of the librarian in high school libraries, with and for the students of seventeen years of age, and their problems.

**Hughes, Frances M.** A survey of the reading interests of the pupils of the Madison, Wis., high school. Education, 44: 437-48, March 1924.

Study based on examination of 1,500 children. Gives lists of pupils' favorite books.

**MasLeod, Robert D.** County rural libraries; their policy and organization. With a foreword by W. G. S. Adams. London, Grafton & Co.; New York, The H. W. Wilson Co., 1923. 3 p. l., 9-922 p. illus. 12°.

**Matson, Charlotte.** Books for tired eyes. A list of books in large print. Chicago, American library association, 1923. 40 p. 8°.

The books listed here "are all printed in 12 point type, or larger, and none have been chosen that are not well spaced and clearly printed."

**The Pierpont Morgan library.** Library journal, 49: 215-20, March 1, 1924. illus.

**Yast, William F.** Library legislation in 1923. Library journal, 49: 63-71, January 15, 1924.

"This review is based on actual examination of the printed laws, supplemented by correspondence with library agencies of all states."

### BUREAU OF EDUCATION: RECENT PUBLICATIONS.

Appreciation of pictures; compiled by Bertha Y. Hebb. Washington, Government printing office, 1923. 15 p. (City school leaflet no. 13)

Bibliography of all-year schools and vacation schools in the United States; by Florence Savannah Webb. Washington, Government printing office, 1923. 15 p. (Library leaflet no. 23)

Biennial survey of education. 1918-20. Statistics. Washington, Government printing office, 1923. 597 p. 8°. (Bulletin, 1923, no. 29)

A biennial survey of public school finance in the United States, 1920-1922; by Fletcher Harper Swift. Washington, Government printing office, 1923. 34 p. tables. 8°. (Bulletin, 1923, no. 47)

Advance sheets from the Biennial Survey of Education in the United States. 1920-1922.

Child health program for parent-teacher associations and women's clubs; by Lucy Wood Collier, revised by Harriet Wedgwood. Washington, Government printing office, 1924. 21 p. illus. 8°. (Health education no. 5) H.C.

The consolidated schools of Bernalillo County, New Mexico; by A. Montoya. Washington, Government printing office, 1924. 8 p. (Rural school leaflet no. 22)

Consolidation of schools and transportation of pupils; by J. F. Abel. Washington, Government printing office, 1923. 135 p. illus. 8°. (Bulletin, 1923, no. 41)

The continuing need for teachers of child health; by Dorothy Hutchinson and Harriet Wedgwood. Washington, Government printing office, 1924. 18 p. (Health education no. 16) H.C.

The cooperative education association of Virginia; by George W. Guy. Washington, Government printing office, 1924. 23 p. illus. 8°. (Bulletin, 1923, no. 53)

Educational directory, 1924. Washington, Government printing office, 1924. 191 p. 8°. (Bulletin, 1924, no. 1) H.C.

Educational hygiene; by Willard S. Small. Washington, Government printing office, 1923. 36 p. tables. 8°. (Bulletin, 1923, no. 33)

Educational research; by Bird T. Baldwin, assisted by Madorah Smith. Washington, Government printing office, 1923. 76 p. 8°. (Bulletin, 1923, no. 42)

Advance sheets from the Biennial Survey of Education, 1920-1922.

**Educational surveys;** by Edward Franklin Buehner. Washington, Government printing office, 1923. 44 p. 8°. (Bulletin, 1923, no. 17)

Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.

**Educational tests;** by Stephen S. Colvin. Washington, Government printing office, 1924. 28 p. 8°. (Bulletin, 1923, no. 57)

Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.

**An evaluation of kindergarten-primary courses of study in teacher-training institutions;** by Nina C. Vandewalker. Washington, Government printing office, 1924. 44 p. 8°. (Bulletin, 1924, no. 3)

**Free textbooks for public-school pupils;** by William R. Hood. Washington, Government printing office, 1924. 14 p. 8°. (Bulletin, 1923, no. 50)

**Games and other devices for improving pupils' English;** compiled by W. W. Charters and Harry G. Paul. Washington, Government printing office, 1923. 88 p. 8°. (Bulletin, 1923, no. 43)

**Hampton normal and agricultural institute. Its evolution and contribution to education as a federal land-grant college;** prepared under the direction of Walton C. John. Washington, Government printing office, 1923. 118 p. illus. 8°. (Bulletin, 1923, no. 27)

**Health promotion in a continuation school;** by Harriet Wedgwood. Washington, Government printing office, 1924. 25 p. illus. 8°. (School health studies no. 5)

**How the kindergarten prepares children for primary work;** by Mary G. Waite. Washington, Government printing office, 1924. 6 p. (Kindergarten circular no. 15)

**Industrial schools for delinquents, 1921-22. Prepared by the Division of statistics of the Bureau of education, under the supervision of Frank M. Phillips.** Washington, Government printing office, 1924. 22 p. 8°. (Bulletin, 1924, no. 2)

Advance sheets from the Biennial Survey of Education, 1920-1922.

**List of bulletins of the Bureau of education. 1906-1922. With index by author, title, and subject;** by Edith A. Wright. Washington, Government printing office, 1923. 52 p. 8°. (Bulletin, 1923, no. 35)

**Municipal and school playgrounds and their management;** by J. F. Rogers. Washington, Government printing office, 1924. 22 p. (School health studies no. 6)

**New order in educational cooperation;** by Margaretta Wills Reeve. Washington, Government printing office, 1924. 7 p. (Home education circular no. 4)

**Outline of education systems and school conditions in Latin America;** by George W. A. Luckey. Washington, Government printing office, 1923. 111 p. tables. 8°. (Bulletin, 1923, no. 44)

**Recent advances in instruction in music;** by Will Earhart and Charles N. Boyd. Washington, Government printing office, 1923. 21 p. 8°. (Bulletin, 1923, no. 20)

Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.

**Rural education;** by Katherine M. Cook. Washington, Government printing office, 1923. 35 p. 8°. (Bulletin, 1923, no. 36)

Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.

**Salaries of country teachers in 1923;** by Alex Summers. Washington, Government printing office, 1924. 29 p. (Rural school leaflet no. 24)

**Schools and classes for feeble-minded and subnormal children, 1922;** prepared by the Division of statistics of the Bureau of education under the supervision of Frank M. Phillips. Washington, Government printing office, 1924. 22 p. 8°. tables. (Bulletin, 1923, no. 59)

**Schools and classes for the blind, 1921-22;** prepared in the Division of statistics, Bureau of education, under the supervision of Frank M. Phillips. Washington, Government printing office, 1923. 12 p. tables. 8°. (Bulletin, 1923, no. 51)

Advance sheets from the Biennial Survey of Education in the United States, 1920-22.

**Schools for the deaf, 1921-22;** prepared in the Division of statistics of the Bureau of education under the supervision of Frank M. Phillips. Washington, Government printing office, 1924. 29 p. 8°. (Bulletin, 1923, no. 52)

**Secretarial training.** Report of the National conference held at the College of secretarial science of Boston university, October 27, 1923. Prepared by Glen Levin Swiggett. Washington, Government printing office, 1924. 33 p. 8°. (Bulletin, 1924, no. 12)

**Statistics of kindergartens, 1921-22;** prepared by the statistical division of the Bureau of education, under the direction of Frank M. Phillips. Washington, Government printing office, 1924. 7 p. 8°. (Bulletin, 1923, no. 58)

Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.

**Statistics of private high schools and academies 1921-22.** Prepared by the Statistical division of the Bureau of education, under the direction of Frank M. Phillips. Washington, Government printing office, 1924. 53 p. 8°. (Bulletin, 1923, no. 60)

Advance sheets from the Biennial Survey of education in the United States, 1920-1922.

**Statistics of state universities and state colleges for the year ended June 30, 1922;** prepared in the Division of statistics. Washington, Government printing office, 1923. 16 p. 8°. (Bulletin, 1923, no. 49)

**A study of distinguished high-school pupils in Iowa;** by Charles Deich and Elmer E. Jones. Washington, Government printing office, 1924. 58 p. tables. (Bulletin, 1923, no. 46)

**Suggestions for a program for health teaching in the high school;** by Dorothy Hutchinson. Washington, Government printing office, 1923. 40 p. tables, diags. 8°. (Health education, no. 15)

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**Suggestions for consolidating the rural schools of Beaufort County, North Carolina (a digest of the report);** by Katherine M. Cook and E. E. Windes. Washington, Government printing office, 1923. 23 p. tables. 8°. (Bulletin, 1923, no. 48)

**Suggestions on art education for elementary schools.** Report of an illustrated paper read before the American federation of arts, St. Louis, Mo., May 24, 1923; by Jane Betsy Welling. Washington, Government printing office, 1923. 18 p. illus. 8°. (Industrial education circular no. 21)

**Survey of the schools of Alexandria, Virginia.** Washington, Government printing office, 1924. 62 p. 8°. (Bulletin, 1923, no. 56)

**Taxpaying as a lesson in citizenship;** by Macy Campbell. Washington, Government printing office, 1923. 8 p. (Rural school leaflet no. 21)

**Training courses in consolidation of schools and transportation of pupils;** by J. F. Abel. Washington, Government printing office, 1924. 6 p. (Rural school leaflet no. 23)



DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

JUL 20 1925

BULLETIN, 1925, No. 14

RECORD  
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PUBLICATIONS

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## NOTE

The following pages contain a classified and annotated list of current educational publications received by the library of the Bureau of Education to April 1, 1925. The last preceding list in this series of records was issued as Bulletin, 1924, No. 27, and comprised publications received by the Bureau of Education to June 1, 1924.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

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## EDUCATIONAL HISTORY AND BIOGRAPHY

- Chapman, John Jay. Our great private schools. Atlantic monthly, 134: 742-47, December 1924.
- Chase, George M. George C. Chase, a biography. With illustrations. Boston and New York, Houghton Mifflin company, 1924. xii, 153 p. front., plates, ports. 12°.
- Demarest, William H. S. A history of Rutgers college, 1766-1924. New Brunswick, N. J., Rutgers college, 1924. 7 p. l., 570 p. front., plates, ports. 8°.
- Drane, Augusta Theodosia. Christian schools and scholars; or, Sketches of education from the Christian era to the Council of Trent. New ed.; edited by Walter Gumbley. London, Burns Oates & Washbourne Ltd., 1924. xvi, 742 p. 12°.

**Fisher, Sara Carolyn.** The psychological and educational work of Granville Stanley Hall. *American journal of psychology*, 36: 1-52, January 1925.

**Harris, T. H.** The story of public education in Louisiana. [Baton Rouge, La., 1924] viii, 118 p. 8°.

Accepted as part of the requirements for the Master's degree at the Louisiana state university, 1924.

**Hart, Joseph K.** The discovery of intelligence. New York and London, The Century company [1924] xvi, 431 p. front., illus. 8°.

This history outlines the intellectual progress of humanity from primitive times to the present. Men first lived by customs and habits, joined together in a complete system of living, which are called folkways. The author shows how the development of civilization has consisted in a constant struggle to surmount these folkways by intelligence.

**Jones, Clarence F.** After one hundred years. *Science*, 60: 371-76, October 24, 1924.

Address delivered at the centennial celebration of Reusseler polytechnic institute, October 4, 1924.

**Knight, Edgar W.** Education in the South. Chapel Hill, N. C., The University of North Carolina press, 1924. 31 p. 8°.

This brief account of public education in the Southern states during the last 25 years first appeared as Chapter XIV in "Twenty-five years of American education," a volume inscribed to Prof. Paul Monroe by former students and edited by I. L. Kandel.

**Liddell, Mark H.** Bacon's college of research. *Science*, n. s., 60: 25-30, July 11, 1924.

An appreciation of Bacon's *De dignitate et augmentis scientiarum*.

**Mallet, Charles Edward.** A history of the University of Oxford. London, Methuen & Co., ltd. [1924] 2 v. illus., plans. 8°.

Contents: v. 1. The mediæval university and the colleges founded in the Middle ages. v. 2. The sixteenth and seventeenth centuries.

✓ **Marique, Pierre J.** History of Christian education. vol. I. New York, Fordham university press, 1924. xiii, 209 p. front., plates. 12°.

General bibliography: p. xiii.

**Oliphant, J. Orin.** History of the State normal school at Cheney, Washington. Spokane, Wash., Inland-American printing company, 1924. vi, 175 p. incl. tables. 8°.

**Palmer, George Herbert.** The life of Alice Freeman Palmer. New ed. with appendix. Boston and New York, Houghton Mifflin company, 1924. 5 p. l., 363 p. front., plates, ports. 12°.

**Perry, Clarence A.** School center history in Chicago. *Journal of social forces*, 3: 291-93, January 1925.

Describes the extension work of the Harrison technical high school of Chicago.

**Pruette, Lorine.** G. Stanley Hall, the play-boy of western scholarship. *Century magazine*, 108: 766-72, October 1924.

**Pulsifer, W. E.** American educational publishers. *Journal of education*, 100: 151-63, August 21, 1924.

Extracts from an address giving a brief record of the houses now engaged in educational publishing, arranged in chronological sequence rather than alphabetical order.

**Roberts, John S.** William T. Harris; a critical study of his educational and related philosophical views. Washington, D. C., National education association of the United States, 1924. xvi, 250 p. front. (port.) 12°.

Dr. Harris's published writings have been used as a source for this study, which was originally made as a thesis for the doctorate of philosophy in New York university.

**Wallis, Isaac Henry.** Frederick Andrews of Ackworth. London, New York [etc.] Longmans, Green and co., 1924. ix, 325 p. plates, ports. 8°.

**Ward, Estelle Frances.** The story of Northwestern university. Decorations by Park Phipps. New York, Dodd, Mead and company, 1924. vii, 376 p. illus. 12°.

**Wittels, Fritz.** Sigmund Freud; his personality, his teaching, & his school. Tr. from the German by Eden and Cedar Paul. New York, Dodd, Mead & company, 1924. 287 p. front. (port.) 8°.

**Wodehouse, Helen.** A survey of the history of education. London, Edward Arnold & co., 1924. viii, 231 p. 12°. (The modern educator's library. General ed., Prof. A. A. Cock.)

## CURRENT EDUCATIONAL CONDITIONS

### GENERAL AND UNITED STATES

**Albany chamber of commerce. Education committee.** Education in Albany; an opportunity and a business. [Albany, N. Y., 1924] 87 p. illus. 8°.

**Burgess, George K.** The Bureau of standards as an educational institution. *School and society*, 20: 328-32, September 13, 1924.

Presented at the meeting of the Educational press association of America, July 2, 1924.

**Callahan, John.** Equalizing educational opportunity in Wisconsin. <A survey of present inequalities in terms of wealth with a proposed solution.> Department of public instruction. [Madison] 1924. 62 p. tables (part fold.), diags. (part fold.) 8°.

**Columbia university. Teachers college. Institute of educational research. Division of field studies.** Report of the survey of certain aspects of the public school system of Providence, Rhode Island. School year 1923-1924. [Providence, R. I., The Oxford press, 1924] 222 p. illus., maps, diags. 8°.

George D. Strayer, director of survey.

Report of the survey of certain aspects of the public school system of Springfield, Massachusetts, 1923-1924. [Springfield, Mass., Press of Springfield printing and binding company, 1924] 173 p. incl. tables, diags. 8°.

George D. Strayer, director.

Report of the survey of the schools of Watertown, New York, school year 1924-1925. George D. Strayer, director. [Watertown, N. Y., The Kamargo press, 1925] xiv, 157 p. illus., maps, tables, diags. 8°.

**Coon, Charles L.** Public schools of Wilson County, North Carolina. Ten years 1913-1914 to 1923-1924. North Carolina, Board of education of Wilson County, 1924. 99 [1] p. incl. illus., tables. 12°.

**Griffin, Appleton F. C.** Contributions of the Library of Congress to education. *School and society*, 20: 323-28, September 13, 1924.

Presented at the meeting of the Educational press association of America.

**Grimm,† Lester B. and Moore, Robert C.** Some results of a research into educational inequalities in Illinois. Issued by Francis G. Blair. Printed by authority of the state of Illinois. [Springfield, Ill., Schnepf & Barnes, printers, 1925] 50 p. incl. maps. 12°. (On cover: Illinois. Department of public instruction. Circular no. 192)

- A handbook of American private schools; an annual survey. Ninth ed., 1924-25. Boston, Mass., Porter Sargent [1924] 1047 p. illus. 12°.
- Jones, Mabel M.** Taking down the wall. Child-welfare magazine, 19: 82-84, October 1924.  
The first of a series of six articles, of which the general subject is illiteracy.
- Kallen, Horace M.** The American public school. New republic, 42: 117-20, March 25, 1925.  
Criticizes public teaching because it is "standardized and rigid."
- Kansas. University. School of education. Bureau of school service and research.** Survey report of the Chanute, Kansas, school system, made by F. P. O'Brien, director, H. G. Lull, C. V. Williams [and] H. P. Smith. [Chanute, Kans., Tribune print., 1924] 134 p. incl. illus., diagrs. 8°.
- Knoxville, Tenn. Board of education.** A survey of the school building needs of Knoxville, Tennessee. Knoxville, Tenn., Board of education, 1924. vii, 78 p. incl. maps, tables. 4°.
- Lima, Agnes de.** In the Ethical culture, Horace Mann, and Lincoln schools. Nation, 119: 9-11, July 2, 1924.  
— The new education. Nation, 118: 702-3; 119: 116-18, June 18, July 30, 1924.  
Discusses experimental schools, the work-study-play, or Gary plan, etc.
- Louisiana. Department of education.** Report of the survey commission on the Louisiana state normal college, the Louisiana polytechnic institute, the Southwestern Louisiana institute. Issued by the State department of education, [Baton Rouge, La.] 1924. 233 p. incl. tables. 8°.
- McAndrew, William.** What the layman thinks of his schools. Educational review, 68: 80-85, September 1924.  
"Unless public opinion permeates school procedure, education crystalizes on an ancient outline and retards rather than advances progress."
- McKenny, Charles.** An illiteracy program. American schoolmaster, 17: 246-51, September 1924.  
The writer claims that very few of the facts in this paper are new, but they have been brought together as never before.  
Read before the National council on education, July 1924.
- Maynard, John A.** A survey of Hebrew education. Milwaukee, Wis., Morehouse publishing co.; London, A. R. Mowbray & co., [1924] xx, 65 p. 16°. (Half-title: Biblical and oriental series, Samuel A. B. Mercer, general editor)  
Bibliography: p. 61-63.
- Missouri. Department of education.** Facts concerning public education in Missouri. Report of the Missouri school survey . . . Issued by Charles A. Lee. [Jefferson City, The Hugh Stephens press, 1924] 139 p. 12°.
- Monroe, Walter S.** A survey of the city schools of Marion, Illinois. Urbana, The University of Illinois, 1924. 60 p. incl. tables. 8°. ([University of Illinois.] College of education. Bureau of educational research. Bulletin no. 21)  
On cover: University of Illinois bulletin. vol. xxii, no. 3.

**Morrison, J. Cayce, Cornell, W. B. and Coxe, Warren W.** Survey of the need for special schools and classes in Westchester county, New York. Albany, The University of the state of New York press, 1924. 29 p. 8°. (University of the state of New York bulletin, June 15, 1924, no. 806)

**New York (State) University.** A report of the survey of the Lockport school system, by the State department of education. Albany, The University of the state of New York press, 1924. cover-title, 199 p. incl. tables, diagrs. plates. 8°. (University of the state of New York bulletin no. 809. August 1, 1924)

**Ohio state educational conference.** Proceedings fourth annual session. April 3, 4, and 5, 1924. Ohio state university, Columbus, Ohio, 1924. 385 p. 8°. The Ohio state university bulletin, vol. 29, no. 2, August 31, 1924.

Contains: 1. B. R. Buckingham: Standards in education, p. 7-24. 2. T. C. Mendenhall: Inflation in education, p. 32-48. 3. T. E. Finegan: Standards in state educational administration, p. 64-78. 4. Biological science, p. 106-19. 5. City superintendents, p. 120-53. 6. Clinical psychology, p. 154-60. 7. English, p. 218-41. 8. Industrial and vocational education, p. 261-79. 9. Teacher training, p. 355-85.

**Phillips, Frank M.** Educational ranking of states by two methods. American school board journal, 69: 47-49, December 1924. tables (part folded)

The ranking is given by Index numbers, and by state ranks.  
Also reprinted as a separate pamphlet.

**Reynolds, Rollo G.** Newspaper publicity for the public schools. Teachers college record, 26: 22-31, September 1924.

The first number of this series of articles appeared in the Teachers college record for March 1924.

**Ryan, James H.** Dangers of federalized education. Current history (New York Times) 20: 926-31, September 1924.

**Service citizens of Delaware.** What do you know about the public schools of Delaware? Wilmington, Del., The Service citizens of Delaware [1924] 41 [1] p. 8°. ([Bulletin] vol. vi, no. 2)

**Smith, Harry P., comp.** Review of Lawrence public schools, Lawrence, Kansas. A report of the Board of education, Lawrence, Kansas, for the period July 1920-August 1924. [Lawrence, Kans., 1924] 135 p. incl. tables, diagrs. 8°.

**Smith, Payson.** The challenge to American education. Journal of the National education association, 13: 240-41, September-October 1924. diagr.

An address before the National education association, Sunday afternoon, June 29, 1924, on the steps of the Capitol, Washington, D. C.

**Stevenson, P. B.** A building program for Marietta, Ohio. School year 1922-1923. Columbus, O., The Ohio state university [1924] xi, 55 p. incl. illus., tables, diagrs. 8°. (On cover: The Ohio state university. University studies, vol. I, no. 1. July 15, 1924. Bureau of educational research monographs no. 1)

**Stoddard, James Alexander.** Backgrounds of secondary education in South Carolina. Columbia, S. C., University of South Carolina, 1924. 112 p. tables, maps. 8°. (Bulletin of the University of South Carolina. no. 150, November 1, 1924)

Thesis (A. M.).—Graduate school of education, George Peabody college for teachers, 1924.

**Thomas, Mattie E.** South Carolina school improvement association. Issued by the State department of education, Columbia, September, 1924. [Columbia, 1924] 68 p. illus. 8°. ([South Carolina. Department of education.] Bulletin X)

**Virginia. University.** Suggestions for the observation of American education week in Virginia, November 17-23, 1924. Charlottesville, Va., The University [1924] 2 p. l., 66 p. 12°. (University of Virginia record. Extension series, vol. ix, no. 3. Nov., 1924)

**Warburton, C. W.** The educational work of the Department of agriculture. School and society, 20: 332-36, September 13, 1924.

Presented at the meeting of the Educational press association of America, July 2, 1924.

**What's right with the schools?** Journal of the National education association, 13: 271-74, November 1924. illus.

"The pointing out of what is wrong with the public schools has been going on so long that what is right with the schools has been almost entirely overlooked."

**Whitehouse, J. Howard, and Gooch, G. P.** Wider aspects of education. Cambridge, At the University press, 1924. xi, 79 p. 12°.

The five papers contained in this volume deal with the following subjects: Teaching of history in relation to world citizenship, Educational cooperation with America, American experiments in education, The cooperative system of education in America, Some suggestions for the promotion of international education.

#### FOREIGN COUNTRIES

**Báez, Cecilio.** Public instruction in Paraguay. Bulletin of the Pan American union, 59: 109-14, February 1925.

Dr. Báez is president of the University of Asunción.

**Buck, Pearl S.** The Chinese student mind. Nation, 119: 358-61, October 8, 1924.

The author is a professor in the University of Nanking, China.

**Castañeda, C. E.** The educational revolution in Mexico. Educational review, 68: 123-25, October 1924.

Gives an account of the campaign against illiteracy and the reorganization of education in Mexico.

**Christian education in Africa and the East, with an introduction by Sir Michael Sadler.** London, Student Christian movement, 1924. viii, 116 p. 16°.

CONTENTS: Introduction, by Sir M. Sadler.—The Western contribution to education in Asia and Africa, by J. H. Oldham.—Education in China, by F. S. Drake.—Village education in India, by Miss M. M. Allan.—Higher education in India, by Shoran S. Singha.—Christian education in Africa, by J. H. Oldham.—Christian education in relation to foreign ideas, by F. Lenwood.

"Books for further reading:" p. 117.

**Curtis, Anna L.** The revolution in German student life. American review of reviews, 70: 521-23, November 1924.

**Dewey, John.** Foreign schools in Turkey. New republic, 41: 40-42, December 3, 1924.

**Dodge, Bayard.** The genius of America in eastern education. Practical benefits offered Oriental youth by a far-western type of training. Asia, 25: 286-89, 343-44, April 1925.

Work of the University of Beirut, in Syria.

**Fisher, H. A. L.** The education of the adolescent. Contemporary review, 126: 145-52, August 1924.

Conditions in England described.

**Fowkes, A. F. Reeve.** National schools of art. Journal of education and School world (London), 57: 168-69, March 1925.

Conditions in England described.

**Garnsey, E. E.** Recent developments in Australia. Journal of education and School world (London), 56: 749-52, November 1924.

Education in Australia. In each of the six states of the Commonwealth of Australia, a coordinated system of education, extending from kindergarten and primary schools to the university, has been established.

**Graves, Frank Pierrepont.** Education and the Near East; the report of a visit by Frank Pierrepont Graves . . . as the representative of the Board of regents to the American university of Beirut and other institutions in the Near East, June-July 1923. Albany, The University of the state of New York press, 1924. 2 p. l., 7-41 p. 12°.

**Kandel, I. L.** The reform of secondary education in France. New York city, Teachers college, Columbia university, 1924. viii, 159 p. 8°. (Studies of the International institute of Teachers college, Columbia university, no. 2.)

The changes in French secondary education which were decreed in 1923 under M. Léon Bérard as minister of public education and fine arts are described in these pages, with a statement of the historical development preceding the measure. The greater part of Doctor Kandel's volume consists of an appendix containing documentary material relating to the reform.

**Knapp, Gertrude.** A glimpse of new schools in Germany. School and society, 20: 751-53, December 13, 1924.

**Luh, C. W.** China's new system of education. American schoolmaster, 17: 210-20, June 1924.

This is Bulletin no. 8, vol. 11, 1923, sent to the magazine by the Chinese national association for the advancement of education, Peking, China.

**McCall, William A.** Scientific measurement and related studies in Chinese education. Journal of educational research, 11: 85-94, 177-89, February, March 1925.

**Mayo, C. H. P.** Education and economy. Nineteenth century, 96: 760-68, November 1924.

Educational conditions in England described. A plea for more idealism in education; better pay for teachers, etc.

**Monroe, Paul and others.** Reconstruction in the Near East. New York [Near East relief] 1924. 70 p. map. 8°.

A survey of Near East relief, educational, social, religious, by Paul Monroe, R. R. Reeder, James L. Vanca, based upon an intensive study of American relief institutions in Greece, Syria, Palestine, and Russian Armenia, as special commissioners of the executive committee of Near East relief, January to June, 1924. Appended is a supplementary report representing the combined judgment of various overseas observers.

**Newton, Arthur Percival.** The universities and educational systems of the British Empire. London, [etc., etc.] W. Collins sons & co., ltd. [1924] xxiv, 282 p. illus. 8°. (Half-title: The British Empire; a survey in 12 volumes—each self-contained, ed. by Hugh Gunn [vol. x])

**Nicholson, John H.** [Education in Japan] Journal of education and School world (London), 56: 883-86, October 1924.

**Paranjpe, M. B.** India. Journal of education and School world (London), 56: 813-15, December 1924.

Development and present status of education in India.

**Per Skants, Principal.** Education in Scandinavia. Journal of education and School world (London), 56: 467-70, July 1924.

A recent publication by notable educator of Brazil. Os deveres das novas gerações brasileiras (The duties of the younger Brazilian generation) by Dr. A. Carneiro Leão. Bulletin of the Pan American union, 58: 707-13, July 1924. illus.

"In this work Dr. Carneiro Leão has made a valuable contribution not only to the pedagogical lore of Brazil, but to that constantly increasing foundation of inter-American intelligence."

**Rotten, Elisabeth.** Education in Germany. Journal of education and School world (London), 56: 549-52, August 1924.

A presentation of the present school organization.

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- Russell, William F.** *Schools in Bulgaria, with special reference to the influence of the Agrarian party on elementary and secondary education.* New York city, Teachers college, Columbia university, 1924. x, 101 p. 8°. (Studies of the International institute of Teachers college, Columbia university, no. 1.)
- Scott, R. P.** *England and school ideals in China.* *Contemporary review*, 127: 179-87, February 1925.
- Skinner, Benjamin.** *Training of teachers in Scotland. Recent developments.* *School and society*, 21: 37-40, January 10, 1925.
- Van Dyke, Paul.** *The provincial universities of France.* *Scribner's magazine*, 77: 34-42, January 1925. illus.  
Author was lecturer to the 15 French provincial universities of the *Cercle français of Harvard university*, 1923.
- Walters, Raymond.** *Educational jottings abroad.* Lancaster and New York, The Science press, 1924. vii, 85 p. 16°. Various articles of special correspondence from England, Scotland, Holland, and France are reprinted from several journals of 1924 to form this volume.
- Williams, L. A.** *The reform of secondary education in Italy.* *School review*, 33: 201-7, March 1925.

#### EDUCATIONAL THEORY AND PRACTICE

- Bagley, William C.** *Professionalism in education.* *Teachers college record*, 26: 1-12, September 1924.
- , **and Keith, John A. H.** *An introduction to teaching.* New York, The Macmillan company, 1924. x, 400 p. 12°. (American teachers college series, ed. by J. A. H. Keith and W. C. Bagley.)  
This book gives the basic facts regarding teaching as an occupation, explains the essential nature of teaching and learning, considers the materials of universal education, and outlines the psychology of the educational process. Public education as a vast social enterprise is concisely described, and the personal and specific qualifications requisite for teachers are discussed.
- Bolton, Frederick E.** *Idealism in education.* *Scribner's magazine*, 77: 95-97, January 1925.
- Brooks, Fowler D.** *The transfer of training in relation to intelligence.* *Journal of educational psychology*, 15: 413-22, October 1924.
- Burris, W. P.** *A plan for securing ratiocratic control over educational policies.* *School and society*, 20: 511-15, October 25, 1924.  
Read at the meeting of Section Q, American association for the advancement of science, December 1923.
- Chaffe, Zachariah, jr.** *The inquiring mind.* *Virginia teacher*, 5: 236-42, September 1924.  
Knowledge is a series of problems to be solved.  
Republished from the *American mercury*, August 1924.
- Chapman, J. Crosby, and Counts, George S.** *Principles of education.* Boston, New York, [etc.], Houghton Mifflin company [1924]. xviii, 645 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)  
The authors of this volume restate the basic principles of education in a form consistent with modern progress in knowledge, industry, and politics, and with the results of scientific research in education. The discussion deals with the place of education in individual and social life, the psychological and sociological foundations of education, and the principles which govern the conduct of schools of various grades and types.
- Charters, W. W.** *Teaching the common branches; a textbook for teachers of rural and graded schools.* Rev. and enlg. ed. Boston, New York [etc.] Houghton Mifflin company [1924]. viii, 411 p. 12°.

**Clarke, F.** *Essays in the politics of education.* London, New York, Oxford university press, H. Milford, 1923. x, 158 p. 12°.

**Coolidge, Calvin.** *Education and government.* School and society, 20: 33-39, July 12, 1924.

Address before the National education association, Washington, D. C., July 4, 1924.

**Dumville, Benjamin.** *Teaching; its nature and varieties.* 2nd ed. London, University tutorial press, ltd., 1924. vii [1] 489 p. illus. 12°.

**Freeland, George E.** *The improvement of teaching.* New York, The Macmillan company, 1924. xv, 290 p. front., plates. 12°. (Modern teachers series, ed. by W. C. Bagley.)

This volume comprises a collection of case-studies in the art of teaching, from observation of the procedure of successful teachers, with an interpretation of the principles involved, so that they may be applied in the improvement of teaching elsewhere.

**Gates, Arthur I.** *The nature and educational significance of physical status and of mental, physiological, social, and emotional maturity.* Journal of educational psychology, 15: 329-57, September 1924.

**Greenan, John T.** *The real job of the public schools.* Educational review, 69: 97-100, February 1925.

Describes the struggle between aristocratic and republican ideas to direct the course of public education. Shows the necessity for social studies.

**Judd, Charles H.** *Types of learning.* Elementary school journal, 25: 173-83, November 1924.

Says that much of the learning which is accomplished in schools is of a type which would be quite impossible without a social background. More emphasis should be placed on social institutions and the relation between these and personalities which are developing away from instinctive forms of behavior toward social conformity.

**Linville, Henry B.** *Should public schools welcome experiments?* Survey, 53: 205-7, November 7, 1924.

Efforts of Teachers' union of New York to establish an experimental school within the public school system of the city. The Board of education decided against the scheme.

**Mears, Eliot G.** *Aids to teaching international trade.* Educational review, 68: 152-57, October 1924.

Discusses the advisability of American students visiting the Orient in vacation time the better to acquaint themselves with trade conditions, etc.

**Miller, Clyde B. and Charles, Fred.** *Publicity and the public school.* Boston, New York [etc.] Houghton Mifflin company [1924] x, 179 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

Says that effective school publicity is not a matter of occasional drives; it aims to promote complete all-year-round support and sympathy between the taxpayer and the school by the use of every legitimate means of information—the newspapers, the schoolhouse organ, school newspapers, parent-teacher clubs, reports and monographs—in accordance with principles which are outlined in this volume.

**Monroe, Walter S. and Mohlman, Dora Keen.** *Training in the technique of study.* Urbana, The University of Illinois, 1924. 66 p. 8°. ([Illinois. University] College of education. Bureau of educational research. Bulletin no. 20)

"University of Illinois bulletin, vol. xxii, no. 2."

**Neumann, Henry.** *Will education lead society or follow?* American review, 3: 43-51, January-February 1925.

**Pear, T. H.** Skill in work and play. With seven illustrations. London, Methuen & Co., ltd. [1924] 107 [1] p. incl. diags. 12°.

**Pitt, St. George Lane Fox.** The purpose of education; an examination of educational problems in the light of recent scientific research. New cheap ed., rev. and enl. Cambridge, University press, 1924. xxix, 92 p. 8°.

**Pratt, Caroline, ed.** Experimental practice in the city and country school. With a record of group seven by Lula E. Wright. New York, E. P. Dutton & company [1924] viii p., 2 l., 302 p. front., plate. 12°. (Half-title: Studies from the City and country school, Caroline Pratt, ed.)

**Snedden, David.** Education for a world of team-players and team-workers. School and society, 20: 552-57, November 1, 1924.

"How far should we educate people to be alike, and how far dare we educate them to be different from each other?"

**Tourscher, Francis E.** The philosophy of teaching; a study in the symbolism of language. A translation of Saint Augustine's De Magistro. Villanova College, Pa., 1924. 99 p. 16°.

**Tralle, Henry Edward.** Dynamics of teaching. New York, G. H. Doran company [1924] ix p., 2 l., 13-190 p. 12°.

Contains references.

**Welton, James.** Principles and methods of teaching. 3rd ed., rev. and partly re-written. London, University Tutorial press ltd., 1924. xxv, 677 p. 16°.

**Wilbur, Ray Lyman.** Maintaining standards without excessive standardization. School and society, 20: 607-12, November 15, 1924.

Address at meeting of the Association of American universities, October, 1924.

**Wilson, G. M., comp.** What is Americanism? American ideals as expressed by the leaders of our country. Illus. by Maud and Miska Petersham. New York, Boston, Silver, Burdett and company [1924] 2 p. l., 330 p. illus. 12°.

### EDUCATIONAL PSYCHOLOGY; CHILD STUDY

**Averill, Lawrence Augustus.** Elements of educational psychology. Boston, New York [etc.], Houghton Mifflin company [1924] xii, 425 p. tables, diags. 12° (Riverside textbooks in education, ed. by E. P. Cubberley.)

This textbook applies the general principles of psychology as a science to the classroom problems of elementary school teachers. Such topics as easily lend themselves are subjected to experimentation in the course.

**Baldwin, Bird T. and Stecher, Lorle I.** The psychology of the preschool child. New York, London, D. Appleton and company, 1924. 305 p. illus., tables, diags. 12°.

This text presents the results so far obtained from a three years' series of observations and experiments on normal and superior children from two to six years of age in the preschool laboratories of the Iowa Child welfare research station of the State university of Iowa. The book bears directly also on the later development of the older child of school age.

**Haggerty, M. E. and Nash, Harry B.** Mental capacity of children and paternal occupation. Journal of educational psychology, 15: 559-72, December 1924.

**International kindergarten union. Child study committee.** Children's drawings; a study of interests and abilities. Ed. by and comp. under the direction of Stella Agnes McCarty, chairman. Baltimore, Williams & Wilkins company, 1924. 164 p. incl. illus., tables, diags. fold. plates, in pocket. 8°.

**Judd, Charles H.** Psychology as a basis of educational methods. Elementary school journal, 25: 102-12, October 1924.

**Lhotsky, Heinrich.** The soul of your child. Tr. by Anna Barwell. New York, Dodd, Mead and company, 1924. 165 p. 12°.

**Meredith, Christabel M.** The psychology of the free child. London, Bombay, [etc.] Constable and company ltd., 1924. 3 p. l., 212 p. 12°.

**Moore, Clyde B.** The aims, contents and methods of a general course in educational psychology. Education, 45: 158-70, November 1924.

**Morgan, John J. B.** The psychology of the unadjusted school child. New York, The Macmillan company, 1924. xi, 300 p. 8°.

Mental deviations from the normal, both slight and more pronounced, are common, and their study is a subject which interests most people, but abnormal psychology is hardly ever presented in language which is intelligible to a layman. The author of this book discusses in a clear, nontechnical style the condition of the school child who is unadjusted to his environment.

**Pyle, William Henry.** Psychological principles applied to teaching; a manual for teachers. Baltimore, Warwick & York, inc., 1924. vi, 197 p. 12°.

Observing that courses in general psychology and in educational psychology are ordinarily of little practical use to teachers, the author has prepared this manual, which presents a fairly complete list of all the principles in the psychology of learning, which the teacher should apply in her classroom work.

**Richards, Albertine A.** The psychology of superior children. Pedagogica seminary, 31: 209-46, September 1924.

**Stern, William.** Psychology of early childhood up to the sixth year of age. Supplemented by extracts from the unpublished diaries of Clara Stern. Tr. from the 3d ed., rev. and enlg. by Anna Barwell. London, G. Allen & Unwin ltd., [1924] 557 p. 8°.

**Thomson, Godfrey H.** Instinct, intelligence and character: an educational psychology. London, George Allen & Unwin ltd.; New York, Longmans, Green and co. [1924] 282 p. diags. 8°.

**Turner, Egbert Milton and Betts, George Herbert.** Laboratory studies in educational psychology. New York, D. Appleton and company [1924] xii, 218 p. tables, diags. 12°.

**Watts, Frank.** Abnormal psychology and education. Introduction by Joseph Jastrow. New York, D. Appleton and company, 1924. xxi, 220 p. 12°. (Half-title: The conduct of mind series, ed. by Joseph Jastrow.)

### EDUCATIONAL SOCIOLOGY

**Moore, Clyde B.** The aims, contents, and methods of a general course in educational sociology. Education, 45: 158-70, November 1924.

**Peters, Charles C.** Foundations of educational sociology. New York, The Macmillan company, 1924. x, 447 p. 8°.

Doctor Peters' study gives the present status of knowledge of the subject and indicates the path for future progress.

## PSYCHOLOGICAL TESTS

✓ **Bere, May.** A comparative study of the mental capacity of children of foreign parentage. New York city, Teachers college, Columbia university, 1924. ix, 105 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 154)

**Brewer, John M. [and others]** Mental measurement in educational and vocational guidance; a condensed statement of the problem, the means available, the appropriate procedure, and the results achieved, with bibliographies. Cambridge, Mass., Harvard university, 1924. vi, 46 p. 8°. (On cover: Harvard university. Graduate school of education. Harvard bulletins in education. no. x. November, 1924)

**Brooks, Fowler D.** The transfer of training in relation to intelligence. *Journal of educational psychology*, 15: 413-22, October 1924.

An investigation to determine the amount of transfer from training in mental multiplication and substitution and its relation to intelligence. Study made in an elementary school in Baltimore, Md., in 1923. Says that transfer *does* take place from a few hours training in mental multiplication and substitution.

**Fukuda, Tronan.** A survey of the intelligence and environment of school children. *American journal of psychology*, 36: 124-39, January 1925.

Study of school children of the Washington school, Evanston, Ill., in order to ascertain the intelligence norms and their relations to nationality, school training, and environment.

✓ **Graves, Katherine B.** The influence of specialized training on tests of general intelligence. New York city, Teachers college, Columbia university, 1924. 3 p. l., 78 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 143)

✓ **Great Britain. Board of education.** Report of the Consultative committee on psychological tests of educable capacity and their possible use in the public system of education. London, H. M. Stationery office, 1924. xii, 248 p. 12°.

**Kenner, E. E.** Mental ability of freshmen high school pupils. *Journal of educational research*, 11: 113-22, February 1925.

Gives comparison of membership by grades in Chicago schools; comparison of the mental ability of beginning freshmen pupils in the 26 high schools of Chicago, September, 1923. A statistical study.

**Monroe, Walter S., De Voss, James C. and Kelly, Frederick J.** Educational tests and measurements. Rev. and enlg. ed. Boston, New York [etc]. Houghton Mifflin company [1924] xxvii, 521 p. incl. tables. 12°. (River-side textbooks in education, ed. by Ellwood P. Cubberley)

**Standard tests and their use—a symposium** by Edward L. Thorndike, Clifford Woody, M. R. Trabue, and William A. McCall. *Teachers college record*, 26: 93-116, October 1924.

**Thorndike, Edward L.** The improvement of mental measurements. *Journal of educational research*, 11: 1-11, January 1925.

"We need more measures and more convenient measures, but our greatest need is better measures, measures that are truer and more exact."

**Vincent, Leona.** A study of intelligence test elements. New York city, Teachers college, Columbia university, 1924. vii, 36 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 152)

## EDUCATIONAL TESTS AND MEASUREMENTS

**Conference on educational measurements.** Eleventh annual conference on educational measurements, held at Indiana university, Bloomington, Ind., Friday and Saturday, April 18 and 19, 1924. Published by the School of education, Indiana university, 1925. 141 p. tables, diagr. 8°. (Bulletin of the School of education, Indiana university, vol. 1, no. 3, January 1925)

Contains: 1. C. G. F. Franzén and H. H. Young: An experiment in experience and learning in giving the Stanford achievement tests, p. 3-9. 2. H. H. Young: Suggestions on how to keep usable permanent records of mental and achievement tests, p. 10-19. 3. H. F. Clark: Measuring budgetary procedure of a school system, p. 20-27. 4. G. H. Alderman: Improving comprehension ability in silent reading, p. 28-37. 5. Clifford Woody: The advantage of ability grouping, p. 38-60. 6. W. F. Dearborn: Individual development as shown by repeated measurements, p. 102-14. 7. W. F. Dearborn: Reliability and uses of group tests of intelligence, p. 115-30.

**Curtis, S. A.** The relation between rate and quality in educational measurements. *Journal of educational research*, 10: 110-31, September 1924. tables, diagrs.

**Foster, Violet H. and Goddard, Henry H.** The Ohio literacy test. *Pedagogical seminary*, 31: 340-51, December 1924.

The Ohio literacy test is a modification of the Devens literacy test which was developed at Camp Devens, Mass., during the World War. Discusses the method of using test.

**Gilliland, A. R. and Jordan, B. H.** Educational measurements and the classroom teacher. New York and London, The Century company, 1924. xi, 269 p. tables, forms, diagrs. 8°. (The Century education series, ed. by C. E. Chadsey.)

**Herring, John P.** Educative control by means of a new type of measurement. *Journal of educational method*, 4: 94-102, November 1924.

A device for the measurement of a trait, and device for the improvement of school procedure on the basis of measurement and of method.

**Hughes, J. M.** A study of intelligence and of the training of teachers as factors conditioning the achievement of pupils. *School review*, 33: 191-200, March 1925.

This study attempts (1) to compare the intelligence of pupils taking the subject of physics in schools of different sizes; (2) to compare the achievement of these pupils in physics; and (3) to study the effect of the training of the teachers on the achievement of these pupils. To be concluded.

**Lincoln, Edward A.** Beginnings in educational measurement. Philadelphia, London, Chicago, J. B. Lippincott company [1924] 151 p. tables, diagrs. 12°. (Lippincott's educational guides, ed. by W. F. Russell.)

This elementary manual on tests and measurements has grown out of the needs of university extension classes for a concise textbook of this sort. After a general introduction, the author takes up the topics of subject-matter tests, the mathematics of measurement, the use and misuse of tests, and the measurement of intelligence and of character.

**Odell, Charles W.** Educational tests for use in elementary schools, revised. Urbana, The University of Illinois [1924] 22 p. 12°. ([Illinois. University] College of education. Bureau of educational research. Educational research circular no. 33) "University of Illinois bulletin, vol. xxii, no. 16."

**University of North Carolina.** Bureau of educational research. Educational test service. *High school journal*, 7: 143-46, 156-57, November 1924.

Contains a list of test materials distributed by the Bureau of educational research, with authors and prices.

## INDIVIDUAL DIFFERENCES IN PUPILS

**Freeman, Frank N.** Sorting the students. *Educational review*, 68: 169-74, November 1924.

Discusses the reasons for and against the growing practice of grouping students according to ability and achievement tests.

✓ **Heron, William T.** . . . Individual differences in ability versus chance in the learning of the stylus maze. Baltimore, Williams & Wilkins company, 1924. cover title, 60 p. tables. 8°. (*Comparative psychology monographs*, ed. by W. S. Hunter. vol. II, serial no. 8)

**Johnston, J. B.** New demands for differential treatment of students in the college of liberal arts. *School and society*, 20: 773-81, December 20, 1924.

Read at the annual meeting of the Association of university professors, October 31, 1924.

**Mitchell, David.** Psychological examination of preschool age children. *Pedagogical seminary*, 31: 108-46, June 1924.

"A demonstration of the classification of children according to ability." Psychological examinations of the children entering three public schools of New York, made during the year 1922.

**Parker, Samuel Chester.** Adapting instruction to differences in capacity. *Elementary school journal*, 25: 20-30, September 1924.

Editor's note: "This is a chapter of the book entitled *Unified kindergarten and first-grade teaching*, which Professor Parker recently completed."

**Washburne, Carleton W.** Fitting the curriculum to individual children. *New republic*, 40, Part 2: 10-11, November 12, 1924.

Experiments in the public elementary schools of Winnetka, Ill. In these schools half the morning and half the afternoon are given over to individual work in the common essentials. The other half of each session is given to group and creative activities.

**Whitney, Norman J.** Ability grouping at Syracuse. *English journal*, 13: 482-89, September 1924.

Description of plan worked out at Syracuse university with special reference to the problem of adjusting the courses to the groups.

## SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

## GENERAL

**Ayer, Fred C.** Objectives, types, and advantages of upper-grade organization. *Elementary school journal*, 25: 442-50, February 1925.

Says that the platoon school and the junior high school offer greater opportunity for specialization on the part of both pupils and teachers.

**Carleton, E. F.** Is it well with the child? *Journal of education*, 101: 94-97, January 22, 1925.

Discusses the individual plan of instruction, as illustrated by the Winnetka plan, Dalton plan, opportunity rooms, etc.

**Deschamps, Jeanne.** L'auto-éducation à l'école appliquée au programme du Dr. Decroly, avec une introduction du Dr. Decroly. Bruxelles, Maurice Lamertin, 1924. 141 p. diagr. 12°.

**Hoffman, Fern Evans.** The opportunity school. *Journal of the National education association*, 13: 257-58, September-October 1924. illus.

## PROJECT METHOD

**Calmerton, Gail.** Practical projects; plays and games for primary teachers. Chicago, Beckley-Cardy company [1924] 192 p. illus. 12°.

**Ganey, Helen M.** The project method in geography. Chicago, The Plymouth press [1924] 45 p. 8°. (Modern education series, ed. by J. E. McDade)

**Hosie, James F. and Chase, Sara E.** Brief guide to the project method. Yonkers, N. Y., World book company, 1924. vii, 243 p. illus. 12°.

This practical manual evaluates the project method, and shows what it should accomplish and what it actually has accomplished. It deals first with the theory of the project method, then describes a number of sample projects, and lastly gives hints and helps for project teachers, in geography, history, the "tool subjects," composition, and literature.

**Hotchkiss, E. A.** The project method in classroom work. Boston, New York, [etc.] Ginn and company [1924] xiii, 258 p. front., illus. 12°.

Part one, comprising 30 pages, of this volume contains a brief discussion of the theories and fundamental principles underlying the method of teaching, as a background for Part two, the remainder of the volume, which gives a detailed description of projects that have been worked out in the classroom in connection with the work of training teachers.

**Lauterbach, C. E.** A little project in salesmanship for the motivation of English work. Journal of educational method, 4: 28-31, September 1924.

**Farmer, Ethel M.** Student government, a project method. School review, 33: 115-25, February 1925.

Discusses work of the student council in the East technical high school, Cleveland, Ohio.

## VISUAL INSTRUCTION

**Freeman, Frank N.** A scientific study of visual education, 10: 375-85, December 1924.

"One of the most vigorous of the newer methods which have recently been introduced into the school is visual education."

**Gruenberg, Benjamin C.** The long and the short in educational motion pictures. Visual education, 5: 208-11, July 1924.

Discusses such problems as the production of motion pictures for the class room only as against the adaptation of commercial pictures to school programs.

**Imperial education conference, London, 1923.** Report of the Committee on the use of the cinematograph in education. London, H. M. Stationery office [printed by H. M. S. O. press, Harrow] 1924. 59 p. 8°.

**Whittinghill, W. W.** A teacher technique for the presentation of educational films. Educational screen, 3: 385-88, December 1924.

## THE DALTON PLAN

**Head, Walter D. and Davies, Thurston J.** The Dalton plan in a boys' preparatory school. Educational review, 68: 136-38, October 1924.

The Dalton plan at the Nichols School, Buffalo, N. Y.

**Irwin, Elisabeth.** Personal education. New republic, 40: 7-9, November 12, 1924.

"The effort of the new school," says the writer, "is to receive the child as he comes from home and foster his positive reactions to life." Discusses the philosophy of the Dalton and other movements.

**Underhill, Ralph I.** The Scarsdale application of the Dalton plan of individual instruction. School review, 33: 48-56, January 1925.

Discusses work in the schools of Scarsdale, N. Y. Writer says there is no doubt that the quality of the work has improved and that the pupils have raised their own standards of thoroughness as a result of the plan.



**Wilson, Lucy L. W.** The Dalton plan in a large and overcrowded high school. *School and society*, 21: 183-88, February 14, 1925.

An address given in University College, London, before the Dalton league, at the yearly Conference of educational associations.

#### PLATOON SCHOOL

**Barrows, Alice.** The work-study-play, or balanced-load plan. *New republic*, 40: 16-17, Part 2, November 12, 1924.

**Haley, Margaret A.** The factory system. *New republic*, Part 2, 40: 18-19, November 1924.

Criticises the work-study-play or platoon school. Says it is detrimental to the children.

**Hartwell, S. O.** A side-light on platoon schools. *Elementary school journal*, 25: 437-41, February 1925.

Discusses the organization of platoon schools in St. Paul, Minn. Says the two factors of success of these schools are: (1) The academic teacher of platoon classes is relieved of most of the special work; (2) supervision is better adjusted.

**Perrott, C. F.** Platoon schools as educative processes. *Educational review*, 69: 143-46, March 1925.

Contentends that the platoon school is a distinct and important factor in the educative process; that it creates an opportunity for an enriched curriculum for all school children.

**Rosman, John G.** The auditorium period as operated in Gary, Indiana. *Journal of educational method*, 4: 103-9, 147-52, 194-99, November 1924-January 1925.

———. The platoon school. *School and society*, 20: 101-8, July 26, 1924.

**Spain, Charles L.** The platoon school; a study of the adaptation of the elementary school organization to the curriculum. New York, The Macmillan company, 1924. xviii, 262 p. illus., diags., tables, plans. 12°.

Every new type of school organization must stand the following tests: It must square with the past; it must serve the present; it must hold abundant hope for the future. The present monograph by the deputy superintendent of schools, Detroit, Mich., undertakes to subject the platoon school organization to these tests.

#### RADIO IN EDUCATION

**New York (city) Board of education.** Educational radio program; report of the educational activities carried on over the radio, February 18 to May 19, 1924. New York city, Board of education, 1924. 254 p. 8°.

#### SPECIAL SUBJECTS OF CURRICULUM

##### READING

**Kyte, George C.** Calibrating reading material. *Elementary school journal*, 25: 533-46, March 1925.

A study made in the public schools of Berkeley, California.

**Oglesby, Eliza F.** A first-grade reading test. *Journal of educational research*, 10: 29-41, June 1924.

Says that the Detroit group test in "word recognition" provides a means of measuring the control of first- and second-grade pupils over a fundamental ability in reading, namely, the ability to recognize common words.

**Seekell, Grace Edith, ed.** Course of study in reading and literature for Western state normal training schools. Kalamazoo, Mich., Western state normal school, 1924. viii, 199 p. 8°.

**Soth, M. B.** A practical method of teaching silent reading. *Elementary school journal*, 25: 61-65, September 1924.

**Uhl, Willis L.** The materials of reading; their selection and organization. New York, Newark [etc.] Silver, Burdett and company [1924] xiv, 386 p. tables diagrs. 12°.

The primary concern in this volume is the content of courses, but chapters are also included on laboratory investigations, classroom teaching, testing, and diagnostic and remedial work. Standards based on scientific knowledge, for evaluating materials for courses in reading and literature, are formulated and applied. The author devotes much attention to children's interests in reading and to its social worth.

#### SPELLING

**De May, Amy J.** What is the matter with spelling? *Journal of educational method*, 4: 157-64, December 1924.

Lists some of the best recent text-books on spelling on page 164.

**English spelling.** *Nineteenth century*, 96: 545-61, October 1924.

A symposium by J. E. C. Weldon and E. C. Cox. A plea for and against the reformed or phonetic system of spelling.

**Kieffer, Frieda A. and Sangren, Paul V.** An experimental investigation of the causes of poor spelling among university students with suggestions for improvement. *Journal of educational psychology*, 16: 38-47 January 1925.

**McKee, Grace M.** Children's themes as a source of spelling vocabulary. *Elementary school journal*, 25: 197-206, November 1924.

**Pittsburgh public schools. Department of research and measurement.** . . . Spelling survey, May 6th, 1924. [Pittsburgh, Pa. Press of Smith bros. co. inc., 1924] 48 p. incl. tables, charts. 8°. (Bulletin no. 5)

J. Freeman Guy, director.

**Rogers, Bertha M.** Method and measurement in spelling. *Journal of educational research*, 10: 302-7, November 1924.

**Russell, Alice A. Kelley.** A selected spelling bibliography. *Elementary English review*, 1: 273-75, December 1924.

#### ENGLISH AND COMPOSITION

**Avent, John M.** English in our high schools. *Bookman*, 60: 9-12, September 1924.

**Bennett, H. E.** The text as a factor in poor English. *Elementary school journal*, 25: 277-89, December 1924.

Says there is urgent need for a clearer differentiation of the functions and limitations of language textbooks.

**Browne, E. Gordon.** Lectures on the teaching of English. Liverpool, J. A. Thompson & co., ltd. [etc., etc., 1924] 4 p. l., 5-109 p. 12°.

**Daniels, Earl.** English that works. *Educational review*, 68: 234-38, December 1924.

The editor says: "The young teacher who writes this knows what he is talking about."

**Lauterbach, C. E.** A little project in salesmanship for the motivation of English work. *Journal of educational method*, 4: 28-31, September 1924.

**Paul, H. G.** Better everyday English. Chicago, New York, Lyons and Carnahan [1924] 3 p. l., 279 p. 12°.

**Shackford, Martha Hale.** English and Latin as allies. *Education*, 45: 82-88, October 1924.

"If teachers of these two subjects could work in unison, education of the young in the humanities would advance by leaps."

**Sharp, Russell A.** Teaching English in high schools. Boston, New York [etc.], Houghton Mifflin company [1924] xi, 163 p. 12°. (Riverside educational monographs, ed. by H. Sussallo.)

Some of the topics here treated are the qualifications and preparation of the teacher, objectives in English, the course of study, English classics and composition, reading and spelling, segregation according to learning ability, and extra-curricular activities.

**Stratton, Clarence.** Teaching English two centuries ago. *Educational review*, 69: 77-82, February 1925.

A discussion of some old textbooks on English, and methods of teaching.

**Vollentine, Grace.** English instruction—its daily program. *Journal of educational method*, 4: 47-58, October 1924.

"When the English work is vitally associated with the child's daily speech and writing, it needs no other motive, for there is no more powerful incentive to the mastery of our mother tongue than consciousness of daily growth in language ability."

#### ANCIENT CLASSICS

**American classical league.** The classical investigation conducted by the advisory committee of the American classical league. Part one. General report; a summary of results with recommendations for the organization of the course in secondary Latin and for improvement in methods of teaching. Princeton, Princeton university press, 1924. 305 p. tables. 12°.

This study considers in detail the question of secondary-school Latin and the positive and comparative results obtained under present conditions, and also makes definite proposals for improvement.

**Bryson, Cora L.** The students' attitude toward Latin. *Classical journal*, 20: 288-92, February 1925.

**Fairchild, A. H. B.** Some aspects of the study of Latin in its relation to the study of English. *Classical journal*, 20: 195-210, January 1925.

**Lawler, Lillian B.** The presentation of simple Latin plays in high school. *Classical journal*, 20: 26-31, October 1924.

**Lodge, Gonzales.** The report of the classical investigation: aims and content of the four-year course. *Classical journal*, 20: 69-85, November 1924.

**Miller, F. J. [and others]** . . . Latin in high schools. Urbana, University of Illinois [1924] 28 p. 12°. (University of Illinois bulletin, vol. xxii, no. 12. Bureau of educational research. College of education. Educational research circular no. 32)

**Noon, Theodore W.** Educational value of Latin. *Education*, 45: 226-31, December 1924.

Says that Latin rightly taught "cultivates the power of expression through the selection of words, weighing, discriminating, comparing—relating words to thoughts."

**Sanders, A. G.** The classics and the teacher of modern languages. *Classical journal*, 20: 5-14, October 1924.

**Shackford, Martha H.** English and Latin as allies. *Education*, 45: 82-88, October 1924.

**Twilight of the classics.** *New republic*, 41: 56-58, December 10, 1924.

Adverse to the classics.

**Ullman, B. L. and Kirby, T. J.** A Latin comprehension test. *Journal of educational research*, 10: 308-17, November 1924.

## MODERN LANGUAGES

**Cheydleur, F. D.** Shall we employ the direct method in modern language instruction. *Education*, 45: 345-52, February 1925.

Says that the average modern language instructor in secondary schools is unprepared to use this method.

**Cosenza, Mario E.** The study of Italian in the United States; with foreword by John H. Finley. New York, Italy America society, 1924. 34 p. 8°.

✓ **Hagboldt, Peter.** How to study modern languages in college Chicago, Ill., The University of Chicago press [1925] vii, 24 p. 12°.

Author is instructor in German in the junior college, University of Chicago.

**Hubman, Sophia.** Wastes in modern language teaching. *Modern language journal*, 9: 83-87, November 1924.

Discusses tests, making corrections, vocabulary, grammars, etc.

**Sausé, E. B. de.** The Cleveland plan for the teaching of modern languages with special reference to French. Philadelphia, Chicago, The John C. Winston company [1924] vi, 128 p. 12°.

**Shapiro, A. A.** The place of English in foreign language work. *Education*, 45: 416-25, March 1925.

**Twigg, Alice M.** A new French vocabulary test. *School and society*, 20: 734, December 6, 1924.

## MATHEMATICS

**Brown, J. C.** A summary of some significant conclusions reached by investigators relative to arithmetic. *Elementary school journal*, 25: 346-57, January 1925.

Discusses the various scientific researches in the field of arithmetic. Gives bibliography: p. 356-57.

**Colwell, Lewis W.** Arithmetic in the junior high schools. *Mathematics teacher*, 18: 111-18, February 1925.

**Knight, F. B.** A note on the organization of drill work. *Journal of educational psychology*, 16: 108-17, February 1925.

Discusses certain aspects of the psychology of learning as applied to drill work in Grade 6 arithmetic.

**Myers, Garry Cleveland.** Persistence of errors in arithmetic. *Journal of educational research*, 10: 19-28, June 1924.

— The prevention and correction of errors in arithmetic. Chicago, The Plymouth press [1925] 75 p. 8°. (Modern education series, ed. by J. E. McDade.)

**Nyberg, Joseph A.** Recent changes in the teaching of algebra. *Mathematics teacher*, 18: 10-21, January 1925.

✓ **Osburn, Worth J.** Corrective arithmetic; for supervisors, teachers, and teacher-training classes. Boston, New York [etc.] Houghton Mifflin company [1924] x, 182 p. tables. 12°.

Analyzing the errors in arithmetic made by children in various cities, Dr. Osburn finds that they are typical and not merely of a haphazard nature. Having determined this fact, he undertakes to devise a method to meet these typical difficulties.

— Practice in the fundamentals of arithmetic. *Journal of educational research*, 10: 356-63, December 1924.

**Sanford, Vera.** A new type final geometry examination. *Mathematics teacher*, 18: 22-36, January 1925.

**Schreiber, Edwin W.** A study of the factors of success in first-year algebra. Mathematics teacher, 18: 65-78, 141-63, February, March 1925.

**Stone, Charles A.** A laboratory method of teaching mathematics in the classroom. Mathematics teacher, 17: 209-22, April 1924.

## SCIENCE

**Bowers, W. G.** Grouping students for work in the chemical laboratory. Education, 45: 429-38, March 1925.

**Gerry, Henry L.** Measurement of the results of the teaching of chemistry. School science and mathematics, 24: 793-804, November 1924.

Reasons why "teachers' traditional methods of grading accomplishment in present day chemistry are objectional." The superiorities of standard tests are pointed out.

**Gruenberg, Benjamin C.** Unifying the aims of high school science teaching. School and society, 21: 121-29, January 31, 1925.

Read before the 1924 annual meeting of the New Jersey state science teachers association, at Newark.

**Hunter, George W.** Is there a sequence in secondary school science? School and society, 20: 762-66, December 13, 1924.

✓ **Powers, Samuel Ralph.** A diagnostic study of the subject matter of high school chemistry. New York city, Teachers college, Columbia university, 1924. viii, 84 p. incl. tables. 8°.

Thesis (Ph. D)—University of Minnesota, 1924.

Pocket contains: Powers general chemistry test. Examination: Form A-B for high schools.

**Rowell, Percy E.** The value of science in vocational education. Industrial-arts magazine, 14: 15-18, January 1925.

Delivered at the California teachers' association, October 1923.

**Slosson, Edwin E.** The philosophy of general science. School and society, 21: 799-806, December 27, 1924.

## GEOGRAPHY

**Barker, W. H.** The teaching of geography: British association report. Journal of education and School world (London), 56: 448, 453, July 1924.

**Barrows, Harlan H. and Parker, Edith P.** Elementary geography: objectives and curriculum. Elementary school journal, 25: 493-506, March 1925.

Says that the first objective in the teaching of elementary geography is to emphasize the application of geography to the immediate problems of life: to show *how* men live, *what* they do, and *why* they live and work as they do in different environments in various parts of the world.

**Clark, Rose B.** Unit studies in geography. Yonkers-on-Hudson, N. Y., World book company, 1924. vi, 250 p. 8°.

## SOCIAL STUDIES

**Dawson, Edgar.** History and the social studies. Educational review, 68 67-71, September 1924.

**Eldridge, Seba.** Teaching the social sciences. School and society, 19: 749-56, June 28, 1924.

**James, A. P.** Teaching morals through the social studies. School and society, 21: 89-95, January 24, 1925.

Says "the materials of history, however abstractly admirable, must be hooked up with the life and the living development of the individual in society."

**Johnston, Ella S.** Ideas, ideals and vision in American history curriculum construction. Education, 45: 79-81, October 1924.

**Lonn, Ella.** A course in methods of teaching the social studies in high school. Historical outlook, 15: 387-91, December 1924.

A description of a one-hour course given at Goucher College to prepare future teachers of the social studies to cope with the particular problems.

**McElhannen, Joseph C.** The war content of textbooks on American history. Peabody journal of education, 2: 213-22, January 1925.

**Sackett, Sheldon F.** Self-service citizenship. Educational review, 69: 115-119, March 1925.

Discusses the vitalizing of social subjects in the public schools of Raymond, Wash.

**Schwepe, Emma.** Courses in the teaching of social studies, history, geography and civics. High school quarterly, 13: 120-30, January 1925.

**Wilgus, A. Curtis.** Charts in the history class. Educational review, 68: 133-35, October 1924.

#### MUSIC

**Ford, Marion I.** The correlation of music and art in the Arlington public schools. School arts magazine, 24: 291-95, January 1925. illus.

**Freer, Dawson.** The teaching of interpretation in song, a guide for teachers and students. London, Evans brothers limited [1924] 92 [1] p. 12°. (On cover: Kingsway series)

**Giddings, Thaddeus P. [and others]** The teachers' book. Boston, New York [etc.], Ginn and company [1925] vii, 141, ii p. 8°. (Music education series)

**Hunt, H. Ernest.** The living touch in music and education, a manual for musicians and others. London, Kegan Paul, Trench, Trubner & co., Ltd. [etc.], New York, E. P. Dutton & co., 1924. viii, 224 p. 12°. (Half-title: The musician's bookshelf, ed. by Claude Landi)

**Moore, Earl V.** Standardizing theory courses in universities. Musical courier, 90: 6, January 15, 1925.

**National bureau for the advancement of music.** The giving of high school credits for private music study; a survey showing the policies of the different states in regard to these credits and the practices of some of the larger cities. New York city, National bureau for the advancement of music [1924] 105 p. 8°.

**Walton, W.** A psychological aspect of the teaching of music in day schools. Journal of education and School world (London), 57: 29-30, January 1925.

#### ART EDUCATION

**Boas, Belle.** Art in the school. Garden City, N. Y., Doubleday, Page & company, 1924. xiv, 128 p. col. front., illus., col. plates. 8°.

**Mathias, Margaret E.** The beginnings of art in the public schools. New York, Chicago [etc.] C. Scribner's sons [1924] xiv, 119 p. col. front., plates. 12°. (Half-title: Series on childhood education, ed. by Patty Smith Hill)

**Bodgers, Robert H.** Greater educational returns from industrial arts in the junior high school. Industrial-arts magazine, 14: 1-3, January 1925.

Given at the meeting of the Wisconsin teachers' association, 1924.

**Williams, Florence.** An investigation of children's preferences for pictures. Elementary school journal, 25: 119-26, October 1924.

Account of a study made in the Public art gallery in Richmond, Ind.

**Winslow, Leon L.** The significance of art as a junior high school subject. Educational administration and supervision, 10: 495-503, November 1924.

An investigation of present practices in the administration of the curriculum from the fifth to the ninth grade inclusive, and covering all of the subjects taught.

#### DRAMATICS AND ELOCUTION

**Brigance, William N.** The importance of speech training. Educational review, 68: 239-41, December 1924.

The phrase "speech training" is here used in its technical meaning to include the whole field of speech activity—phonetics, speech correction, reading, oral expression, etc.

**Riley, Ruth [comp.]** Plays for school and community use. Gainesville, Florida, The University [of Florida] 1924. 67 p. 8°. (General extension division record, University of Florida, vol. 6, no. 5, October 1924)

An annotated list of plays suitable for school and community use, which may be loaned for examination, free except postage.

— Recitations. Gainesville, Florida, The University [of Florida] 1924. 8°. (General extension division record, University of Florida, vol. 6, no. 7, December 1924)

A list of typewritten recitations which may be loaned to schools, free except for postage.

**Rockwell, Ethel Theodora.** . . . A study course in American one-act plays.

A program for women's clubs, issued by the Bureau of public discussion. Chapel Hill, N. C., The University of North Carolina press [1924]. 63 p, 8°. (University of North Carolina extension bulletin, vol. IV, no. 5. November 1, 1924)

#### HANDWRITING

**Sand, Bergath.** Motivation of penmanship. School review, 33: 296-304, January 1925.

#### THRIFT

**American bankers' association. Savings bank division.** School savings banking during school year of 1923-24. Fifth annual report on systems throughout the United States, with honor roll and comparative statistics. New York, American bankers' association, Savings bank division [1924] 15 p. tables. 4°.

**Judd, Charles H.** Certain neglected social institutions. Elementary school journal, 25: 254-63, December 1924.

Discusses the teaching of thrift in schools, also the necessity of instruction in the metric system.

**Lowe, H. F.** How finance is taught in one public school. Magazine of Wall street, 34: 946, 971, October 11, 1924.

"Eighth grade students in Washington given grasp of fundamentals in investing."

**National conference on thrift education, Washington, D. C., 1924.** Thrift education, being the report of the National conference on thrift education, held in Washington, D. C., June 27 and 28, 1924, under the auspices of the Committee on thrift education of the National education association and the National council of education. Washington, D. C., Printed by the National education association, 1924. 79 p. 8°.

**Sable, Fannie.** A bank project. Journal of educational method, 4: 77-81, October 1924.

"Practical bibliography": p. 81.

## KINDERGARTEN AND PRE-SCHOOL EDUCATION

**Abbot, Julia W.** A twenty-four hour day for the pre-school child. *Childhood education*, 1: 111-18, November 1924.

**Baldwin, Bird T.** Scientific methods of studying pre-school children. *School and society*, 21: 360-62, March 21, 1925.

**Fynne, Robert John.** Montessori and her inspirers. London, New York [etc.] Longmans, Green and company, 1924. viii, 347 p. plates. 12°.

Says that it was through the scientific study and education of idiots and other defective children that the principles of the Montessori method were originally realized and its practice suggested. The history of the method is accordingly the history of the work of Peralta, Itard, Séguin, and Montessori, which is given connectedly in this volume.

**Gesell, Arnold.** The nursery school movement. *School and society*, 20: 644-52, November 22, 1924.

Address at the convention of the International kindergarten union, May, 1924, at Minneapolis, Minn.

— The significance of the nursery school. *Childhood education*, 1: 11-20, September 1924.

The author believes that the nursery school furnishes a more solid support for the vocational ladder.

**Hill, Patty Smith.** A conduct curriculum for the kindergarten and first grade. New York, Chicago [etc.] C. Scribner's sons [1924] xxiv, 123 p. front. plates. 12°. (Half-title: Series on childhood education, ed. by Patty Smith Hill)

**Smith, Coleen M.** A study to determine the effectiveness of kindergarten training. *Elementary school journal*, 25: 451-66, February 1925.

Study made in the kindergartens of Lawrence, Kansas, which have been since 1921 an integral part of the public elementary school system.

## ELEMENTARY EDUCATION

**Bates, Guy.** Functions of the elementary school principal. *Journal of educational method*, 4: 178-84, January 1925.

**Broome, Edwin C.** The curriculum of the elementary school. *New republic*, 40 (Part 2): 4-6, November 12, 1924.

Emphasizes conservation of time. "In addition to lengthening the school day," says the writer, "there is much to be said in favor of a considerable reduction in time allotments."

**Deming, Alhambra G.** Devices and diversions for vitalizing teaching in intermediate and grammar grades. Chicago, Beckley-Cardy company, [1924] 216 p. 16°.

**Hall-Quest, Alfred Lawrence.** Supervised study in the elementary school. New York, The Macmillan company, 1924. xiii, 473 p. tables, diagrs. 12°. (Supervised study series, ed. by A. L. Hall-Quest.)

The book gives directions for the administration of supervised study in general, and also with reference to the particular subjects of the elementary school curriculum.

**Hart, Joseph K.** What does labor want of elementary education? *New republic*, 40 (Part 2): 13-15, November 12, 1924.

Says that education must come back from the schools into life; that the workshop shall be a center of education once more. Concludes that the schools are caught in the great drift of the academic traditions.

**Kaufmann, Myrtle F.** A first-grade promotion plan. *Journal of educational research*, 10: 369-74, December 1924.



**Kilpatrick, William H.** The public elementary school: its status and problems. New republic, 40 (Part 2): 1-3, November 12, 1924.

Discusses the changes necessary in the schools to meet the rising tide of industrialism.

**Meyer, Harold D.** . . . Correlating play and class-room work in the elementary grades. Chapel Hill, N. C., The University of North Carolina press [1924] 31 p. 8°. (University of North Carolina extension bulletin, vol. III, no. 9, January 1, 1924)

**National education association. Department of elementary school principals.** Third year book, 1924. The status and professional activities of the elementary school principal. Washington, National education association, 1924. 634 p. diags., tables. 8°.

Contains: Section I.—1. A. S. Gist: The evolution of the principalship, p. 205-15. Section II.—The professional aspect. Part I.—The principal himself. 2. E. W. Cober: The principal and his professional growth, p. 219-29. 3. Ide G. Sargeant: The school principal as a citizen, p. 232-43. Part II.—The principal and the teacher. 4. Edward Wildeman: Supervision of drill work in arithmetic, p. 265-85. 5. C. R. Stone: Oral reading in the elementary school and its supervision, p. 310-21. 6. E. C. Stevens: Denver's tentative plan for teacher rating, p. 338-46. 7. Mary E. Morris: The principal as supervisor of instruction, p. 347-56. Part III.—The principal and the pupil. 8. G. C. Kyte: Two types of experimental programs in the education of gifted children and their ultimate effects, p. 395-430. Part IV.—The principal and educational accessories. 9. A. J. Hamilton: The elementary school library, p. 493-516. Part V.—Miscellaneous. 10. M. J. Patterson: Objections to the platoon school answered, p. 541-57.

**Pennsylvania. Department of public instruction.** One-teacher elementary schools handbook on organization and courses of study, years i-viii. [Harrisburg, 1924] 1 p. l., 310 p. 8°.

**Strayer, George D.** Financing the elementary school program. New republic, 40 (Part 2): 12-13, November 12, 1924.

**Waring, Ethel B.** The relationship between constructive projects and games of skill in early elementary education. Journal of educational method, 4: 25-27, September 1924.

#### RURAL EDUCATION

**Butterworth, Julian E.** Defining the local rural school unit in terms of its objectives. Educational administration and supervision, 11: 145-56, March 1925.

— Educational resources of country life. Journal of rural education, 4: 6-13, September 1924.

Delivered before the Department of rural education of the National education association, July 1924.

**Cook, Katherine M.** The selection of county superintendents of schools. American school board journal, 69: 37-38, 141, September 1924.

**Dunn, Fannie W.** Big schools for little. Woman citizen, 9: 10, 27-29, January 10, 1925.

A study in consolidation of schools.

— Educative equipment and its use. Teachers college record, 26: 295-310, December 1924.

As shown in the rural experimental school of Teachers college.

**Bells, Harry L. and others.** Rural school management. New York, Chicago, C. Scribner's sons [1924] xvi, 422 p. front. illus. 12°.

**Indiana. Department of public instruction.** . . . The county school system; how organized and administered. Prepared under the direction of Benjamin J. Burris. Indianapolis, Ind., 1924. iv, 56 p. 12°. (Educational bulletin no. 73)

— Preliminary report on supervision in county demonstrations. Prepared under the direction of Benjamin J. Burris, Indianapolis, Ind., 1924. vi, 37 p. incl. tables. 12°. (Educational bulletin no. 74)

**Vieth, Paul H.** The Porter rural school. *International journal of religious education*, 1: 22-24, January 1925.

"The best one-teacher school I have ever seen."—*Mabel Carney.*

**Watkins, Isabel.** The county unit of school administration; an outline and collation of material for the South Carolina high school debating league, 1924-25. Columbia, S. C., University of South Carolina, Extension division, 1924. 165 p. 8°. (Bulletin of the University of South Carolina. no. 149, Oct. 15, 1924)

## SECONDARY EDUCATION

**Association of colleges and secondary schools of Southern states. Commission on accredited secondary schools.** Report. *High school quarterly*, 13: 101-16, January 1925.

Gives a list of secondary schools, with name of principal of each.

**Backus, Bertie.** Supervision of instruction in the high school. *Educational administration and supervision*, 11: 112-17, February 1925.

**Brown, W. W. and Worthington, J. E.** Supervised study in Wisconsin high schools. *School review*, 32: 603-12, October 1924.

Concludes that the supervised-study plan is superior to the recitation plan as a method of instruction.

**Clark, M. E.** An outline for the supervision of instruction in the small high school. *American school board journal*, 69: 53-54, December 1924.

Gives the outline plan by months.

**Edmonson, J. B. and Schorling, Raleigh.** Problems of the high-school teacher. Bloomington, Ill., Public school publishing company, 1924. 78 l. 4°. (Educational problems series, ed. by G. M. Whipple, no. 5)

Every-day manners and conduct for high school students. *Journal of education*, 100: 269-71, September 18, 1924.

Composed and compiled by English classes, Logan (Utah) high school.

**Feingold, Gustave A.** The measurement of effort among high school pupils. *Educational administration and supervision*, 10: 385-94, September 1924.

The method of determining the intelligence of school children has solved only half the problem, according to the writer.

**High school conference, Urbana, Ill.** Proceedings of the High school conference of November 20, 21 and 22, 1924. Urbana, Ill., The University, 1925. 273 p. 8°. (University of Illinois bulletin, vol. xxii, no. 17. December 22, 1924)

Contains: 1. H. A. Hollister: Equal opportunity for all in secondary education, p. 9-14. 2. W. C. Reavis: The personnel management of high school pupils, p. 23-30. 3. H. F. Admire: Rhythmic typewriting, p. 80-85. 4. H. H. Bailey: Teaching bookkeeping, p. 86-88. 5. Olive Martin: A minimum list of books for outside reading for each year of the high school, p. 92-97. 6. Mille John: Creative literature in the high school, p. 108-16. 7. W. B. Barton: Some expedients for interest in debate work, p. 117-21. 8. Mata Roman: A senior survey course in home economics, p. 146-55. 9. M. L. Leubach: The project method of teaching industrial arts work, p. 167-73. 10. Peter Hagboldt: An experiment in the teaching of reading in first German, p. 205-11. 11. H. C. Hill: Laboratory work in civics, p. 256-60. 12. J. A. W. Odburn: Teaching citizenship, p. 260-68.

**Hillbrand, E. K.** A high-school marking system. *School and society*, 21: 142-43, January 31, 1925.

An attempt to solve the perplexing problem as to what constitutes an "A" or a "B" student.

**Hoffman, M. David.** Status of summer high schools in cities of more than 100,000 population. *School review*, 33: 107-14, February 1925.

"This study aims to discover common practices with regard to summer high school work, variations in practice, and the emphasis placed on the different elements of this work." Data were secured from 86 cities for the summer term of 1923.

**Hollman, A. H.** High-school service for national welfare. *Educational review*, 69: 120-27, 187-93, March, April 1925.

A translation from Doctor Hollman's account of the adaptation of secondary instruction to the aims of statesmanship. To be concluded in the May issue.

**Hughes, W. Hardin.** Organized personnel research and its bearing on high-school problems. *Journal of educational research*, 10: 386-98, December 1924.

**Kershaw, William L.** The high school student handbook. *School review*, 32: 587-97, October 1924.

Study based on a questionnaire sent to representative high schools to find out what they are doing to adjust the pupils as quickly as possible to the opportunities and practices that are new to them.

✓ **Koos, Leonard V.** The high-school principal; his training, experience, and responsibilities. Boston, New York [etc.] Houghton Mifflin company [1924] xiv, 121 p. diags. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

To supply the data for this study, inquiry blanks were received from the principals of 421 high schools, comprising groups representing all sizes of schools and all the principal divisions of the United States. Topics covered are the sex distribution and salaries of principals, the principal's training, his experience and professional stability, his time for administrative and supervisory activities, and his responsibilities. The book gives a concise summary of the main results of a comprehensive inquiry into the present status of American high-school principals.

— Some aspects of the job analysis of high school teaching. *Journal of educational research*, 10: 228-35, October 1924.

**McKown, Harry C.** The high school handbook. *School review*, 32: 667-81, November 1924.

Studies handbooks of various high schools, and gives a suggested organization of the high school handbook.

**Martens, Elise H.** A high-school counseling system in operation. *Journal of educational research*, 11: 17-24, January 1925.

Describes the system in vogue in Berkeley, Calif.

**Miller, B. F.** How may a high school principal of a medium sized high school improve the instruction by means of tests and measurements? *American school board journal*, 70: 55-56, February 1925.

**Miller, Nelson A.** Correlation in high schools. *Educational review*, 68: 204-10, November 1924.

**New Hampshire. State board of education.** . . . Teaching the fundamentals in secondary schools; report of committee. 17 p. 8°. (Institute circular. Ser. 1924-25. no. 114)

**Odell, Charles W.** Conservation of intelligence in Illinois high schools. Urbana, The University of Illinois, 1925. 55 p. incl. tables. 12°. ([Illinois University] College of education. Bureau of educational research. Educational research bulletin no. 22) "University of Illinois bulletin vol. xxii, no. 25."

**Reavis, W. C.** The administration of failing pupils in the high schools of Seattle, Washington. *School review*, 33: 28-34, January 1925.

Ungraded high-school classes were organized which may be attended during the semester the pupil is barred from the regular high school. A program of 8 or 10 academic subjects is offered in which regular high-school credits may be earned.

**The Sachs endowment fund for the advancement of secondary school instruction.** *School and society*, 21: 104-5, January 24, 1925.

This is a prize fund given by Julius Sachs, professor emeritus of Teachers college, Columbia university, and Mrs. Sachs. The amount, \$20,000, a golden wedding gift, is to be used for the purpose of improving secondary instruction.

**Stack, Herbert J.** A program for articulation and correlation in the secondary schools. *Educational administration and supervision*, 11: 104-11, February 1925.

**Studies in secondary education. II. University high school,** University of Chicago, by William C. Reavis [and others] Chicago, Ill., The University of Chicago [1925] v, 202 p. incl. tables. 8°. (Half-title: Supplementary educational monographs, published in conjunction with the *School review* and the *Elementary school journal*. no. 26, February 1925)

**Wager, Ralph E.** A thorough reorganization of secondary education. *Peabody journal of education*, 2: 59-74, September 1924.

The writer concludes that the process of reinterpreting, readjusting, and reorganizing our secondary education is imperative.

**Waples, Douglas.** Procedures in high-school teaching. New York, The Macmillan company, 1924. xx, 346 p. illus. 12°. (American teachers college series. J. A. H. Keith and W. C. Bagley, editors.)

This text makes an application of the problem method of attack to the teaching of methods of instruction in high schools. The principles of teaching are not elaborated in the text, but in the references supplied in connection with the various problems.

**Whipple, Guy Montrose and Edmonson, J. B.** . . . Problems of a high-school teaching staff; sixty problems selected and arranged for use in high-school faculty meetings. Bloomington, Ill., Public school publishing company [1924] 67 p. 8°. (Educational problem series, ed. by G. M. Whipple. no. 7)

## JUNIOR HIGH SCHOOL

**Ballou, Frank W.** The junior high school in Washington. *School and society*, 20: 225-31, August 23, 1924.

An address before the National council on education, July 3, 1924, in which the present conditions and the problems involved are discussed.

**Barber, Harry C.** Teaching junior high school mathematics. Boston, New York [etc.] Houghton Mifflin company [1924] xi, 137 p. diags. 12°. (Riverside mathematical monographs, ed. by John Wesley Young.)

This monograph undertakes to tell just what is meant by the "new mathematics," what it is, why it is desirable, and how it may be successfully taught. It gives the results of the author's experience in putting the new program into effect in the public schools of Newton, Mass.

**Brown, W. W.** The possibilities of administrative organization of the junior high school under a six-year organization. *Educational administration and supervision*, 10: 409-13, October 1924.

**Chicago. Board of education.** Course of lectures on the junior high school. May, 1924. Chicago, Board of education, 1924. 160 p. 8°.

The nine lectures here published on various aspects of the junior high school and its work were delivered by college experts to Chicago school principals under arrangement by Superintendent William McAndrew.

- Crentz, L. E.** Five years of the junior high school idea in a small city. *School review*, 33: 139-46, February 1925.
- Dorsey, Susan M.** Reconstruction of the junior high school curriculum in Los Angeles. *Chicago schools journal*, 7: 1-6, September 1924.
- Franklin, Edward Earle.** The permanence of the vocational interests of junior high school pupils. Baltimore, The Johns Hopkins press, 1924. vii, 63 p. tables. 8°. (The Johns Hopkins university studies in education, ed. by E. F. Buchner. no. 8)
- Glass, James M.** Curriculum practices in the junior high school and grades 5 and 6. Chicago, Ill., The University of Chicago [1924] x, 181 p. tables. 8°. (Supplementary educational monographs, pub. in conjunction with the *School review* and the *Elementary school journal*. no. 25, November 1924)
- Present status of the junior high school in cities of more than 100,000 population. *School review*, 32: 598-602, October 1924.  
Gives tabulated data and opinions of school superintendents.
- Why the junior high school? *Pennsylvania school journal*, 73: 75-80. October 1924.  
Ten reasons are given for the existence of these schools.  
Address before the Pennsylvania state school directors association, February 1924.
- Hines, Harlan Cameron.** Junior high school curricula. New York, The Macmillan company, 1924. xii, 188 p. 12°. (American teachers' college series. J. A. H. Keith and W. C. Bagley, editors.)  
What subjects shall be taught in the junior high school, and what preparation is required for the teachers giving these courses? The author undertakes to solve these problems by collecting, evaluating, and classifying the most important investigations and proposals bearing on them.
- Junior high school curricula.** Educational administration and supervision, 10: 574-91, December 1924.  
A report prepared by a committee on junior high school organization and administration at Teachers college, Columbia university, in 1924.
- Koos, Leonard V.** The junior high school, and college entrance. *School review*, 32: 494-507, September 1924. diags.  
——— Junior high school reorganization in smaller communities. *Journal of rural education*, 4: 49-55, October 1924.  
Presented before the Section of Village and consolidated school principals of the Department of rural education, National education association, February 1924.
- Kraybill, I. E. and Wessel, H. M.** A study of college entrance and senior high-school credits for junior high-school work. *School and society*, 21: 210-12, February 14, 1925.
- Lyman, B. L.** The junior high schools of Chicago. *School review*, 32: 733-45, December 1924.
- McGregor, A. Laura.** Preparing teachers for the junior high school. *Educational review*, 69: 140-42, March 1925.
- New York (City) Board of education. Committee on junior high schools.** Report of the Committee appointed by Dr. William L. Ettinger, superintendent of schools, to make a survey of the junior high schools of the city of New York. [New York, Stillman appellate printing co., 1924] 257 [1] p. incl. illus., plans, tables, diags., forms. 8°. (Gustave Straubemuller, chairman.)

**Olander, Victor.** Junior high schools from the other side. Educational review, 68: 86-94, September 1924.

This address was delivered before the Chicago Board of Education by a member of the Illinois Federation of Labor, who is not in favor of the junior high-school plan.

**Rosenthal, Abraham W.** A program in sex education for boys. Nation's health, 7: 7-10, 1925.

Work at the Speyer junior high school, New York city.

**Snedden, David.** Junior high school offerings. School and society, 20: 740-44, December 13, 1924.

It is desirable "that there be developed some method of exhibiting all practicable offerings of an educational nature for pupils of junior high school age."

**Thomas-Tindal, Emma V. and Myers, Jessie DuVal.** Junior high school life. New York, The Macmillan company, 1924. xix, 287 p. front., plates. 12°.

This book discusses fully and authoritatively the junior high school in action, since it is a record of growth in both thought and experience in a particular school—the Holmes junior high school in Philadelphia, written by its principal and one of its instructors.

### TEACHER TRAINING

**Bobbitt, Franklin.** Discovering and formulating the objectives of teacher-training institutions. Journal of educational research, 10: 187-96, October 1924.

**Brown, H. A.** Some next steps in establishing standards for teachers' colleges. Elementary school journal, 25: 211-26, November 1924.

Says that the standards of a good teachers' college should be equally as high as those of the undergraduate departments of the best colleges, universities, and professional schools.

**Deffenbaugh, W. S.** The improvement of teachers in service. Elementary school journal, 25: 380-86, January 1925.

Emphasizes value of summer school and extension courses, also granting of sabbatical year for study or travel.

**Garver, F. M.** The function of university schools of education in the distribution of responsibilities for the training of teachers. Educational administration and supervision, 11: 42-51, January 1925.

Says it seems altogether probable that teachers for the secondary schools can be trained less expensively in university schools and departments of education, because of a sparing of many of the necessary expenses with a number of other schools and colleges.

✓ **Hamilton, Frederic Rutherford.** Fiscal support of state teachers colleges. New York city, Teachers college, Columbia university, 1924. vii, 51 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 165)

**Mangun, Vernon L.** Early normal school practices. Educational administration and supervision, 11: 25-41, January 1925.

**Napier, T. H.** The causes of student failures in normal schools. Peabody journal of education, 2: 32-38, July 1924.

**Proctor, William M.** The training of teachers for the junior high school. Educational administration and supervision, 11: 13-17, January 1925.

Declares that a group consciousness is important for junior high school teachers. Emphasizes the necessity for definite and uniform standards of certificates.

✓ **Randolph, Edgar Dunnington.** The professional treatment of subject-matter. Baltimore, Warwick & York, inc., 1924. 202 p. 8°.

The special concern of this study is with the treatment given to subject-matter in professional schools devoted to the education of teachers.

- Taylor, William S.** The development of the professional education of teachers in Pennsylvania. Philadelphia & London, J. B. Lippincott company, 1924. 293 p. incl. tables, diags. 12°.
- Thayer, V. T.** Training teachers for the profession of teaching. School and society, 20: 671-77, November 29, 1924.
- Waples, Douglas.** A device for the student-teaching conference. Educational administration and supervision, 10: 564-73, December 1924.  
Gives a form that has proved useful as a means of standardizing a procedure in the conference periods attended by student-teachers in connection with their practice work in public school classes.
- Whitney, Frederick Lamson.** . . . The prediction of teaching success. Bloomington, Ill., Public school publishing company [1924] 85 p. incl. tables. 8°. (Journal of educational research monographs, ed. by B. R. Buckingham. no. 6, 1924)
- Wickey, N. J. Gould.** Ethics for teachers. Journal of the National education association, 13: 261-63, September-October 1924.  
Read before the Cass County Teachers' institute, Fargo, N. D., October 5, 1923.
- Wright, Frank L.** The distribution of teachers' marks in teacher training institutions. Educational administration and supervision, 10: 605-16, December 1924.

#### TEACHERS' SALARIES AND PROFESSIONAL STATUS

- Goodier, Floyd T.** The appointment and tenure of teachers. American school board journal, 69: 45-46, December 1924.  
Discusses the tenure problem in Illinois, reasons for "turn over," salaries, etc.
- Heilman, J. D.** Methods of reporting the college teacher's load and administrative efficiency. Greeley, Col., Colorado state teachers college [1925] 1 p. l., 19 p. incl. tables. 12°. (On cover: Colorado state teachers college bulletin, ser. xxiv, no. 5. Research bulletin no. 10)  
Also in Educational administration and supervision, 11: 167-87, March 1926.
- Hines, Harlan C.** The selection of teachers for the city of Cincinnati. American school board journal, 69: 39-41, July; 51-52, August 1924.
- Hosic, James F.** The single salary schedule in practice. Teachers college record, 26: 288-94, December 1924.
- Housman, Ida E.** Tenure once more. Educational review, 68: 118-22, October 1924.  
"Timely review of the growth in stability in educational service with emphasis upon the public benefit derived from employment sufficiently sure to warrant thorough preparation and sufficiently adjustable to make dismissal of incompetents easy."—Ed.
- Kandel, Isaac L.** Tenure of service of teachers. Teachers college record, 26: 127-44, 197-204, October-November 1924.  
To be continued.
- King, LeRoy A.** The present status of teacher rating. American school board journal, 70: 45-46, 154, 157, February 1925.
- Klapper, Paul.** The college teacher and his professional status. Educational administration and supervision, 11: 73-91, February 1925.  
Discusses all phases of subject: Systems of appointment and promotion; distribution of professional rank; duties; organization of teaching departments; salaries; tenure of office, etc.

**Lawres, Irving A. J.** Situation, status, and salary. Educational review, 69: 72-76, February 1925.

Discusses, in the main, the salary situation among teachers and school principals in the United States.

**MacCaughey, Vaughan.** The single salary schedule. School and society, 20: 9-13, July 5, 1924. tables.

**Smith, Harry P.** The salary schedule of the Lawrence, Kansas, public schools, its operation and effect. Educational administration and supervision, 10: 524-32, November 1924.

These schools operate under what is known as the "single salary schedule." Teachers are paid on the basis of training, experience, and excellence without reference to the particular unit of the school system to which they may be assigned.

**Staffelbach, Elmer H.** Some economic implications of the single salary schedule. American school board journal, 70: 41-42, February 1925.

**Thilly, Frank.** The American association of university professors. American review, 3: 200-9, March-April 1925.

**Youngblood, G. W.** The Peru [Indiana] single salary schedule. American school board journal, 69: 37, December 1924.

Justifies the single salary schedule, giving reasons.

### HIGHER EDUCATION

**Angier, Roswell P.** The schoolboy as a college freshman. Harvard alumni bulletin, 26: 1068-72, June 19, 1924.

Given before the biennial Conference of masters of church schools, September, 1923.

**Arizona. University.** Statistical studies of the university, 1914-15 to 1924-25. [Tucson, Ariz., University of Arizona, 1925] 31 p. incl. diags. 12°. (University of Arizona administrative bulletin vol. 2, no. 1. February, 1925)

**Beard, J. Howard.** The opportunity of preventive medicine in institutions of higher learning. Journal of the American medical association, 83: 251-56, July 26, 1924.

Discusses hygiene in colleges and universities; student health service, etc.

**Blanshard, Paul.** Liberalism in the colleges. Nation, 119: 284-86, September 17, 1924.

Says that much of "the regimentation and conservatism of our American colleges is the product of inertia and dullness of the hinterland in which the colleges are situated."

**Chase, H. W. . . .** The university's intellectual responsibility. The University: an interpretation. Chapel Hill, N. C., The University of North Carolina press, 1924. 23 p. 8°. (University of North Carolina record, no. 213, October, 1924)

**Cleveland foundation committee, Cleveland, Ohio.** Survey of higher education in Cleveland. Cleveland, Ohio, Survey commission [1925] 487 p. diags. 12°.

The Survey commission was composed of the following members: George F. Zook, chairman; F. L. Bishop, Samuel P. Capen, R. M. Hughes, W. A. Jessup, L. V. Koss, F. B. Robinson, C. J. Tilden, Emeline S. Whitcomb.

**Coulter, John Merle.** The international mission of universities. University record, 10: 261-69, October 1924.

Delivered at 134th Convocation of the University of Chicago, August 1924.



- Doten, Samuel Bradford.** An illustrated history of the University of Nevada. [Reno, Nev.] The University of Nevada, 1924. 235 p. illus. 4°.
- Edman, Irwin.** Richard Kane goes to college. Are American college teachers corrupters of youth? *Century magazine*, 108: 723-32, October 1924.
- Evans, M. Blakemore.** Professors. *American review*, 2: 524-28, September-October 1924.  
 Contrasts the old professor with the new one and advocates injecting more of the personal element into university education.
- Ferguson, Rex.** [This college generation] By '90. *Atlantic monthly*, 134: 355-60, September 1924.  
 The writer brings out the difference between the college man of 1890 and of today.
- Freshman week at the University of Maine.** *School and society*, 21: 23-25, January 3, 1925.  
 This plan originated at the University of Maine, in 1923.
- Haycraft, Frank W., comp.** . . . The degrees and hoods of the world's universities & colleges. London and Cheshunt, Printed and pub. by the Cheshunt press, ltd., 1924. viii, 83 p. col. plate. 8°.  
 New and rev. ed.; first ed., 1923.
- Holmes, S. J.** The size of college families. *Journal of heredity*, 15: 407-15, October 1924.  
 A study of the size of families of college students in relation to the nationality, religion, and education of the parents.
- Johns Hopkins university.** *School*, 36: 236-38, December 4, 1924.  
 A description of the university's past achievements and its ideals.
- Johnston, J. B.** New demands for differential treatment of students in the college of liberal arts. *School and society*, 20: 773-81, December 20, 1924.  
 Read at the annual meeting of the Association of university professors, at the University of Minnesota, October 31, 1924.
- Kelly, F. J.** Scientific method in college administration and college teaching. *School and society*, 20: 390-96, September 27, 1924.  
 Read before the Education section of the American association for the advancement of science, December 1923.
- Kent, E. A.** Articulation of colleges and secondary schools, with respect to college admissions. *School and society*, 19: 686-90, June 14, 1924.  
 Five reasons are given why college admissions should be a concern of both the secondary school and of the college.
- Koos, Leonard V.** The trend of reorganization in higher education. *School review*, 32: 575-86, 656-66, October-November 1924.  
 Discusses readjustments within present-day higher institutions; the trend of enrollment; and current conceptions of the aims and functions of secondary and higher schools.
- Leatherman, Zoe E. and Doll, Edgar A.** Maladjustment among college students. *Journal of applied psychology*, 8: 390-410, December 1924.  
 A survey of some college problems, with an analysis of the causal factors. Gives suggestions as to their solution.
- McClusky, F. Dean, and Dolch, Edward William.** A study outline test. *School review*, 32: 757-72, December 1924.  
 An investigation that grew out of the fact that many college students appear to be unable to read for outlines.

The manual of alumni work; prepared by a committee of the Alumni magazines associated and the Association of alumni secretaries. Ithaca, N. Y., The Association of alumni secretaries, 1924. xiv, 301 p. 8°.

Deals with the alumni organization, the alumni publication, the money-raising campaign, and concludes with a reference appendix of forms, documents, etc.

**Norton, William Harmon.** The American college in recent fiction. School and society, 21: 342-46, March 21, 1925.

**Patterson, Herbert.** An experiment in supervising college teaching. School and society, 21: 146-47, January 31, 1925.

Gives a questionnaire submitted to students on classroom teaching, with results therefrom.

**Pennsylvania. University. Committee on educational survey.** Report of the Committee on educational survey of the University of Pennsylvania. Philadelphia, The press of the University of Pennsylvania, 1924. 111 p. tables, diagr. 8°.

The survey committee consists of Frederick J. Kelly, director; Samuel P. Capen, and George F. Zook.

**Pound, Louise.** The college professor and the secondary schools. School and society, 20: 682-87, November 29, 1924.

Read before a meeting of the Nebraska council of English teachers, 1924.

The preceptorial or tutorial system: Report of Committee G. Bulletin of the American association of university professors, 10: 36-64, November 1924.

Committee G is the committee on Methods of increasing the intellectual interests and raising the intellectual standards of undergraduates.

Report prepared by Professor Ralph B. Perry.

**Price, Lucien.** Prophets unawares; the romance of an idea. New York and London, The Century co. [1924] 172 p. 12°.

Discusses the administration of President Meiklejohn at Amherst college.

**Price, Richard Rees.** The financial support of state universities; a study of the financial resources of state universities in the light of the experience of the universities of the old Northwest territory, with a suggested policy for the future. Cambridge, Harvard university press, 1924. xv, 205 p. tables, diagr. 8°. (Harvard studies in education, pub. under the direction of the Graduate school of education. vol. vi)

**Roberts, Alexander C.** Ultimate causes of university growth. American school board journal, 69: 49, 123, November 1924.

**Rugh, C. E.** Social standards. School and society, 20: 351-61, September 20, 1924.

Discusses the problems of deans in colleges, dealing with social questions, etc.

**Schelling, Felix E.** The graduate school and the student. Pennsylvania gazette, 23: 29-34, October 10, 1924.

The author says that he has been admonitory, critical, didactic, and expository.

**Seashore, C. E.** College placement examinations. School and society, 20: 575-78, November 8, 1924.

**Stone, H. E.** College and the callings. Educational review, 69: 5-7, January 1925.

This article by the dean of men, University of West Virginia, summarizes the provisions made by different faculties for bridging the gap between college and life.

**Sullivan, Raymond F.** How to work your way through college. New York, Edward J. Clode, inc. [1924] 317 p. 12°.

- Thompson, W. O.** Educational objectives in the modern college or university. *Journal of education*, 100: 12-16, July 3, 1924.  
Address at the Semi-centennial exercises, Purdue university, Lafayette, Indiana.
- Thornberg, Lester H.** College scholarship and size of high school. *School and society*, 20: 189-92, August 9, 1924. tables.
- Thwing, Charles F.** Weighing the college system: relative advantages of small and large colleges. *Independent*, 113: 342-44, November 1, 1924.  
Says that students are more interested in "campus activities" than in intellectual activity.
- Trow, William C.** Dangers of the doctorate. *Educational review*, 69: 35-38, January 1925.  
Criticizes the narrow training of many specialists, who undertake to teach in colleges and universities.
- Vinson, Robert E.** Adjusting the university to its task. *School and society*, 20: 479-89, October 18, 1924.  
Inaugural address of Dr. Vinson as president of Western reserve university, October 1924.
- Vivian, Roxana H.** A brief study of state distribution of college students. Newton, Mass., The Graphic press [1924] 27 p. maps, tables (part fold.), charts (part fold.) 8°.
- Walkley, Raymond L.** Library instruction for college freshmen. *Library journal*, 49: 775-77, September 15, 1924.  
Gives conclusions as to the practical value of the training given freshmen during the first week of the term.
- Wilkins, Ernest H.** Freshman week at the University of Chicago. *School review*, 32: 746-51, December 1924.  
Discusses the preliminary days, six in number, before the college work began, and says that "when college work actually began, the Freshmen were duly matriculated, soundly advised, well settled, cordially welcomed, and, in general, ready for real work."
- Woodbridge, F. J. E.** How to maintain standards without excessive standardization. *School and society*, 20: 767-73, December 20, 1924.  
Paper read at annual meeting of the Association of university professors, October 1924.
- Zook, George F.** . . . Report of the Commission for an investigation relative to opportunities and methods for technical and higher education in the Commonwealth, appointed under authority of chapter 33 of the Resolves of 1922, including report of a fact-finding survey of technical and higher education in Massachusetts. December 26, 1923. [Boston, 1923] 538 p. tables, diags. 8°. (House no. 1700.)

## JUNIOR COLLEGES

- Breeze, Betha E.** Correcting examination papers. *School review*, 33: 57-61, January 1925.  
A study made in Mayfield college, Marble Hill, Missouri.
- Koos, Leonard Vincent.** The junior college. Minneapolis, University of Minnesota, 1924. 2 v. tables (partly fold.) diags. 4°. (Research publications of the University of Minnesota. Education series, no. 5.)  
This is a comprehensive study of the junior college movement in all its phases, including an evaluation of the movement as a whole and of its several forms of manifestation, and a forecast of appropriate lines of future development.

## FEDERAL GOVERNMENT AND EDUCATION

[Debate on Department of education.] School and society, 21: 118-19, January 24, 1925.

The above is a part of the report on the meeting of the Association of American colleges. The debate was participated in by Dr. Strayer, of Teachers college, Columbia university, affirmative, and Dr. Judd, School of education, University of Chicago, negative. Both papers are given in the proceedings of this meeting of the association.

**Keith, John A. H.** Reply to the constitutional argument against the Sterling-Reed bill. Journal of education, 101: 66-69, January 15, 1925.

The writer says that the argument against the constitutionality of the above bill is inconclusive even on the strictly constitutional grounds on which it is urged.

**MacCracken, John H.** A department of education: a defense of the Brown plan. School and society 21: 161-65, February 7, 1925.

Address before the Association of American colleges, Chicago, January 10, 1925.

**Staffelbach, Elmer H.** Some facts concerning the need of Federal aid in support of public education. School and society, 21: 147-52, January 31, 1925.

Summarizes with three reasons why Federal aid to education is needed.

## SCHOOL ADMINISTRATION

**Anderson, H. W.** The problem of school supplies and school equipment. American school board journal, 69: 45-47, July 1924.

A study of the supply department of Kalamazoo, Mich., and of about twenty other cities of 30,000 to 50,000 population.

**Edwards, I. N.** Recent judicial decisions relating to public school administration. School review, 33: 41-47, January 1925.

**Henzlik, Frank E.** Rights and liabilities of public school boards under capital outlay contracts. New York city, Teachers college, Columbia university, 1924. vii, 118 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 153)

**Lischka, Charles N.** Private schools and State laws. Washington, D. C., National Catholic welfare conference, Bureau of education, 1924. 220 p. 8°. (Education bulletin, no. 4. October, 1924.)

This book is especially intended for the information and guidance of those who administer and control private education in America. It gives only the text of laws and decisions, without attempt at interpretation. Contains the text as well as a classified summary of all State laws governing private schools, in force in 1924, together with State constitutional provisions and some important judicial opinions; also State laws and State Supreme court decisions governing Bible reading in the public schools.

**Mursell, James L.** A functional analysis of school administration. Educational review, 68: 260-65, December 1924.

## EDUCATIONAL FINANCE

**Alexander, Carter.** Bibliography on educational finance; reviewed and presented by the Educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. vi, 257 p. 8°. (The Educational finance inquiry, volume IV)

This bibliography, which is classified and indexed, undertakes to include only usable materials and aims to stimulate progress in financing education by affording ready access to the necessary discussions and data.

— School expenditures and the public. Teachers college record, 26: 117-26, October 1924.

Address before the administration section of the Teachers college alumni conferences, 1924.

**Burris, Benjamin J.** . . . Cost of instruction in Indiana high schools. [Indianapolis, 1924] 39 p. 8°. (Indiana. Department of public instruction. Bulletin no. 71, 1924)

Bibliography: p. 37-39.

✓ **Delaware school auxiliary association.** How Delaware can finance a state school building program. A plan proposed by Pierre S. du Pont. Wilmington, Del., The Delaware school auxiliary association [1924] 58 [1]p. 8°. (Bulletin of the Service citizens of Delaware, vol. vi, no. 3)

✓ **Clark, Harold F.** The cost of government and the support of education; an intensive study of New York state with results applicable over the entire country. New York city, Teachers college, Columbia university, 1924. ix, 79 p. incl. tables. 8°.

Thesis (Ph. D.)—Columbia university, 1924.

**Fowlkes, John Guy.** School bonds. Milwaukee, Wis., The Bruce publishing company [1924] 177 p. tables, diags., facsims. 12°.

The guiding principles for issuing school bonds are presented by the author of this book, for the benefit of school officials and of students and teachers of educational administration.

**Mort, Paul E.** The measurement of educational need, a basis for distributing state aid. New York city, Teachers college, Columbia university, 1924. viii, 84 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 150)

**Price, Richard B.** The scientific study of problems in educational finance. School and society, 20: 543-52, November 1, 1924.

Read at the meeting of Section Q of the American association for the advancement of science, December, 1923.

**Sears, Jesse B.** Some problems in public school finance. Journal of educational research, 10: 257-70, November 1924.

Emphasizes the necessity of developing systems of school accounting which can be understood and which will make comparisons possible. Argues for a clearly defined terminology for use in cost accounting.

— **and Cubberley, Ellwood P.** The cost of education in California; a statistical study of the costs for elementary, secondary, and higher education in the State, based on the returns for the school year 1921-22. A report reviewed and presented by the Educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. xviii, 353 p. front. (map) tables, diags. 8°. (The Educational finance inquiry, vol. vii.)

This study aims to give the facts necessary to show a cross-section of the financial status of education in California for the school year 1921-22.

✓ **Sowers, Don C.** . . . The financing of public school education in Colorado. Boulder, Colo., 1924. 93 p. incl. tables. 8°. (On cover: University of Colorado bulletin vol. xxiv, no. 6. General ser. no. 207. Studies ser., vol. xiv, no. 1)

— . . . The financing of public higher education in Colorado. [Boulder, Colo., 1924.] 97-199 p. incl. tables. 8°. (University of Colorado bulletin vol. xxiv, no. 9. University of Colorado studies. Gen. ser. no. 210. Studies ser. vol. xiv, no. 2)

**Texas. Department of education.** Concerning state aid for industrial training in rural schools together with complete list of equipment required, two-year plan of work and instructions as to qualifications. S. M. N. Marrs, state superintendent. L. D. Borden, chief supervisor, rural schools . . . Issued by the department of education, state of Texas. [Austin, 1924] 28 p. 8°. (Bulletin 180. July, 1924)

**Uhl, Willis L.** The cost of a high school diploma. Educational administration and supervision, 10: 427-32, October 1924.

Study based on a questionnaire sent to representative high schools in 1922-23. About 85,000 pupils from 41 different states responded to it. The cost of a high school diploma depends upon the curriculum.

**What about school bond elections?** American school board journal, 69: 34, 131-32, December 1924.

Shows how the November campaigns were supported and opposed, and their results.

### SCHOOL MANAGEMENT

**Brown, W. W.** Making profitable use of the lengthened period. School review, 32: 694-706, November 1924.

Discusses the general plan of supervised study of the Janesville, Wis., junior and senior high schools.

**Chicago, Ill.** Board of education. Committee on rules and the Committee on school administration. Report on teachers' councils. (William McAndrew, superintendent) Elementary school journal, 25: 94-101, October 1924.

**Gline, E. E.** Directing learning. Education, 45: 193-202, December 1924.

Discusses the supervision of study.

**Donovan, H. L.** How to select textbooks. Peabody journal of education, 2: 1-11, July 1924.

**Fenton, Norman.** Project features in a school management course. Educational administration and supervision, 10: 504-10, November 1924.

A description of project-like features in a school management course, which have given results in classes which averaged 45 senior students. The course included a three-weeks' session on school law and two weeks on library methods.

**Frasier, Ben W.** The human factor in supervision. American school board journal, 69: 35-37, November 1924.

The human needs, every day work, and the aspirations of the teacher should be the supervisor's inspiration.

**Hayes, Fannie B.** Supervision from the point of view of the teacher. School review, 33: 220-26, March 1925.

**Howard, George.** Free textbooks in public schools; an examination of budgeting, cost and administration of free textbooks in the public schools and the development of a plan which eliminates the major objectionable features now existing. Raleigh, N. C., 1924. 2 p. l., iv-viii, 75 p. tables. 8°.

**Monroe, Walter S.** . . . The planning of teaching. Urbana, University of Illinois, 1924. 41 p. 8°. (University of Illinois bulletin, vol. xxii, no. 7, Oct. 13, 1924)

University of Illinois. College of education. Bureau of educational research circular no. 31.

**Oppenheimer, Julius John.** The visiting teacher movement with special reference to administrative relationships. New York city, Public education association, 1924. xiii, 203 p. incl. tables. 12°.

Bibliography: p. 173-177.

Thesis (Ph. D.)—Columbia university, 1924.

**Sivett, B. J.** Marks of students in high school and higher institutions. School review, 32: 752-56, December 1924.

**Scott, Charles Edgar.** Educational supervision. Milwaukee, The Bruce publishing company [1924] 5 p. l., 9-98 p. 12°.

**Smith, Walter Robinson.** Constructive school discipline. New York, Cincinnati [etc.] American book company [1924] 275 p. 12°. (American education series. G. D. Strayer, general editor)

Suggests ways and means of student control that will harmonize with social trends in other phases of life and provide a useful training for citizenship in a democratic society.

**Theisen, W. W.** A ways and means program of supervision. American school board journal, 69: 43-45, October 1924.

Given before the Indiana state conference of superintendents, 1924.

**Warner, Edward P.** The academic hour of trial. North American review, 220: 286-95, December 1924.

Discusses the question of examinations in the schools.

#### CURRICULUM MAKING

**Barr, A. S.** Making the course of study. Journal of educational method, 3: 371-78, 427-36, May, June 1924.

**Bobbitt, Franklin.** The new technique of curriculum-making. Elementary school journal, 25: 45-54, September 1924.

"This is the first of a series of articles on the technique of curriculum-making."

— The technique of curriculum-making in arithmetic. Elementary school journal, 25: 127-43, October 1924.

— What understanding of human society should education develop. Elementary school journal, 25: 290-301, December 1924.

Discusses the problems involved in social adjustment and control, and education as a solvent of such perplexities. Third of a series of articles on curriculum-making.

**Chamberlain, Essie.** Curriculum building in English. English journal, 14: 1-12, January 1925.

President's address before the National council of teachers of English, St. Louis, November 26, 1924.

**Charters, W. W.** Functional analysis as the basis for curriculum construction. Journal of educational research, 10: 214-21, October 1924.

Functional analysis is a method of investigation rather than a philosophy of education.

**Harap, Henry.** The education of the consumer; a study in curriculum material. New York, The Macmillan company, 1924. xxii, 360 p. tables. 8°.

Material is here presented for the study of the principles of education for effective consumption. The need is indicated for the utilization of quantitative evidence as a basis for curriculum reconstruction, for which a complete method is proposed requiring the cooperation of the sociologist, the psychologist, and the administrator in education. The task undertaken by the writer is the determination of educational objectives for effective economic life with special reference to the consumption of commodities. Quantitative evidence regarding the present habits of the American people is adduced and compared with efficient practice and approved standards, respecting foods, housing conditions, household materials and skills, fuel, and clothing. The conclusions from this comparison are presented as objectives of education with reference to consumption.

**Hardie, George B.** Motivating the college curriculum. Educational review, 69: 28-32, January 1925.

Seeks "an adaptation of the traditional curriculum through which the generally recognized values of liberal education can be best realized, due regard being had for all conditions now existing."

**Jones, Arthur J.** The professional curriculum of the college of education in the light of job analysis of teaching. Journal of educational research, 10: 242-50, October 1924.

Says that job analysis will help in the organization of courses and materials in courses by making the college of education keep continually in mind the job—the thing that each one has to do.

**KPatrick, W. H.** How shall we select the subject matter of the elementary school curriculum? *Journal of educational method*, 4: 3-10, September 1924.

**National education association. Research division.** Facts on the public school curriculum. Washington, National education association, Research division, [1924?] p. 310-355. (Research bulletin, vol. 1, no. 5)

Contains: Shaping the nation's growth through the public school curriculum; Statutory and State Board of education requirements relative to elementary curricula; Facts on time allotments for subjects in elementary schools and junior high schools; Selected bibliography dealing with curriculum problems.

**Newcomb, E. S.** The general organization of the curriculum in standard four-year teachers' colleges. *Educational administration and supervision*, 10: 511-18, November 1924.

#### EXTRA-CURRICULAR ACTIVITIES

**Crowley, James A.** The socialization of the school program. II. Extra-curricular activities. *Journal of educational method*, 3: 418-26, June 1924.

A brief outline of the activities of the John Winthrop school, Dorchester, Mass.

**Fretwell, Elbert K. and O'Neil, Marion.** Extra-curricular activities of secondary schools. *School publications. Teachers college record*, 26: 59-73, September 1924.

"Bibliography on High school Journalism": p. 65-73.

**Jones, David J.** The social aim of the extra-curricula activities. *Journal of education*, 100: 41-43, July 10, 1924.

**Meyer, Harold D. and Cole, Clara B.** . . . The high school society or club life for the high school. Suggestions for high school societies issued by the Bureau of public discussion. Chapel Hill, N. C., The University of North Carolina press [1924] 56 p. 8°. (University of North Carolina extension bulletin, vol. iv, no. 3. October 1, 1924)

**Power, Caroline.** The social program for the unsocial high-school girl. *School review*, 32: 773-81, December 1924.

Discusses the problem of the unsocial student.

**Swanson, A. M.** The effect on high-school scholarship of pupil participation in extra-curricular activities. *School review*, 32: 613-26, October 1924.

**Wiley, Will E.** Organization of extra-curricular activities as a device for training in citizenship. *School review*, 33: 62-66, January 1925.

#### SCHOOL BUILDINGS AND GROUNDS

**American school board journal.** Twenty-fifth annual school building number, 70: 1-196, January 1925. illus.

Contains: Wm. B. Ittner: A quarter century in schoolhouse planning and construction, p. 39-42; C. D. Kingsley: Dependence of school architecture upon educational engineering, p. 43-44; Let the architect beware, p. 49-50; S. A. Challman: Lower construction costs, p. 51-52; J. C. Almack: Building surveys and building measurement, p. 53-54; Perry West: The modern trend in the science of ventilation, p. 54-66, 128; J. O. Betelee: Normal schools, p. 66-72; T. K. Smith: How a school district can obtain the best price for its bonds, p. 73-74, 130; C. A. Anderson: The problem of classroom seating, p. 87-89, 126.

**Code of lighting school buildings.** American standard, approved June 16, 1924, by American engineering standards committee. Prepared under the joint sponsorship of and issued by the Illuminating engineering society and the American institute of architects. [New York city] 1924. 2 p. l., 39 p. illus. 8°.



**Fellows, William K.** Building plans for the junior high school. School review, 33: 35-40, January 1925.

**Holmes, Warren S.** The modern American school—its buildings and equipment. Visual education, 5: 131-33, 150-52, June 1924.

A brief, concise enumeration of modern school equipment and conceptions of education.

**Ittner, William B.** A quarter century in schoolhouse planning and construction. American school board journal, 70: 39-42, January 1925. illus.

**Strayer, G. D. and Engelhardt, N. L.** Standards for high school buildings. New York city, Teachers college, Columbia university, 1924. 2 p. l., 95 p. illus., plans, diags. 8°.

Bibliography: p. 81-82.

**Wood, John E.** A five-year school building program. American city, 31: 471-74, November 1924.

Conditions in the District of Columbia described. Discusses the preparation of a budget, etc.

### SCHOOL HYGIENE AND SANITATION

**American public health association. Committee on health problems in education of the Child hygiene section.** Report on the present status of health education, physical education, and medical inspection. American journal of public health, 14: 868-77, October 1924.

**Barrows, Franklin W.** A plea for health education in all high schools. Nation's health, 6: 775-77, 818, November 1924.

"Outline for four-year course covering the subject from simple anatomy to mental hygiene."

**Brown, Maud A.** The place of the teacher in a school health program. American journal of public health, 14: 754-57, September 1924.

**Cobb, Walter Frank.** Graded outlines in hygiene. Book two. Yonkers, N. Y., World book company, 1924. vii, 337 p. tables. 12°.

The outlines in this volume are for the fourth, fifth, and sixth school years. The author says that to develop in the pupils helpfulness, as well as healthfulness, should be the goal of health teaching.

**Eye sight conservation council of America.** . . . Lantern slides and lecture material on eye-sight conservation. New York city, The Eye sight conservation council of America [1924] cover-title, 95 p. illus. 12°. (Eye sight conservation bulletin 5)

**The eye-sight of school children.** School and society, 20: 219-21, August 16, 1924.

Gives some of the results of a preliminary report issued by the Eye sight conservation council of America, which has recently made a nation-wide survey of eye-conservation in education and in industry.

**Keene, Charles H.** Health training and instruction in the public schools. Nation's health, 6: 608-11, 652, September 1924.

Says that theoretical instruction is of little value without a definite health program. Discusses the correlation of health and physical education in the schools of Pennsylvania.

——— A state program in education for health. School and society, 20: 415-29 October 4, 1924.

Read before the Harvard teachers' association, April 26, 1924.

**Koehne, Martha.** The health education program and the home economist. Journal of home economics, 16: 373-80, July 1924.

To instill desires for good health into a community, begin by educating the school child in how to obtain health.

**Lansing Helen Prescott.** A nutrition primer for boys and girls and their young friends. Plattsburg, N. Y., The Imperial press [1924] 71 p. illus. 12°.

**Mebane, Donald C.** The examination of the school children of Olmstead county. American journal of public health, 14: 662-72, August 1924.

Medical inspection of school children in Olmstead and Rochester counties, Minn., during the school year 1922 to 1923. Preventable and remedial physical or mental defects were found in 82 per cent of the city children, and in 73 per cent of the country children.

**Mueller, A. D.** The health of rural school children. Journal of rural education, 4: 106-13, November 1924.

**Shafer, B. F.** The health school of Jacksonville, Illinois. Elementary school journal, 25: 191-96, November 1924.

**Wood, Thomas D.** The child in school; care of its health . . . New York and London, Funk & Wagnalls company, 1924. 3 p. l., 77 p. 8°. (The National health series, ed. by The National health council)

**Wright, Joseph F.** University cherishes health of thousands of students. Nation's health, 6: 755-57, November 1924.

Medical examinations, corrective gymnastics, required participation in outdoor sports, and attendance of hygiene classes at University of Illinois.

### SOCIAL HYGIENE AND GENETICS

**Galloway, Thomas W.** A program of education for parenthood. Nation's health, 7: 26-28, January 1925.

**Reeve, Margaretta W.** Educating for parenthood. Journal of social hygiene, 10: 449-60, November 1924.

**Richmond, Mary E. and Hall, Fred S.** Child marriages. New York, Russell Sage foundation, 1925. 159 p. 8°.

**Wiley, Harvey W.** Training in parenthood. Goodhousekeeping, 80: 90, 203-4, April 1925.

A suggestion for colleges as to a department of heredity and eugenics, and says that "education in parenthood is by far the most dominant factor in the next great step in human welfare."

### MENTAL HYGIENE

**Burnham, William H.** The normal mind; an introduction to mental hygiene and the hygiene of school instruction. New York, D. Appleton and company [1924] xx, 702 p. 12°.

The mental health of normal children is dealt with especially in this book. It maintains the thesis that the essential characteristic of the normal mind is an integration of the personality that makes adjustment possible, and it discusses conditions and methods that tend to preserve and develop integration, as well as conditions and practices that tend to disintegration.

**Paton, Stewart.** Mental hygiene in the university. Scientific monthly, 19: 625-31, December 1924.

Advocates the establishment of departments in our universities for dealing with the problems of human behavior and conduct.

## PHYSICAL TRAINING

- Affleck, G. B.** Selected bibliography of physical education and hygiene. 1924. January to April. *American physical education review*, 29: 520-26, November 1924.
- Barrow, William H.** General participation in athletics in the student health program. *Nation's health*, 6: 528-29, 577-78, August 1924.  
 Writer says that athletics are only justified when well coordinated with hygiene and preventive medicine, and utilized in moral and physical upbuilding of the student. Illustrated.
- Dawson, George E.** Physical education in the light of modern psychology. *Mind and body*, 31: 170-78, September 1924.  
 Read at the convention of the Eastern section of the American physical education association, April 1924.
- H'Doubler, Margaret Newell.** The dance. New York, Harcourt, Brace and company [1925] xiv, 283 p. front., illus., plates. 12°.  
 "Bibliography for reading": p. 255-62.  
 "Bibliography of music": p. 263-74.
- Jarman, Robert.** Physical training through organized games, how to conduct the recreational period. With twenty-five plans & diagrams. London, Evans brothers limited [1924] 71 [1] p. incl. diags. 8°.
- Schwegler, R. A. and Engelhardt, J. D.** A test of physical efficiency between results therefrom and results from tests of mental efficiency. *American physical education review*, 29: 501-5, November 1924.  
 Author claims that this physical test has met all requirements for a sound test of physical efficiency.
- Snedden, David.** Some unsolved problems of objectives in physical education. *Teachers college record*, 26: 267-76, December 1924.
- Stecher, William A.** Physical training lessons including games, dances, stunts, track and field work. An illustrated handbook for the class room teacher, with seventy-six halftone illustrations, fifteen line drawings and five song games with music. Philadelphia, Pa., J. J. McVey [1924] ix, 149 p. illus. (incl. music) 8°.
- Wayman, Agnes R.** Physical ability tests for girls and women. *Mind and body*, 31: 407-11, February 1925.
- Wild, Monica B. and White, Doris E.** . . . Physical education for elementary schools. Issued by the Extension division. Cedar Falls, Ia., Iowa state teachers college, 1924. 431 p. illus., music. 12°. (*Bulletin of the Iowa state teachers college*, Cedar Falls, Ia. vol. xxv, no. 4, September 1924)

## PLAY AND RECREATION

- Adams, Elizabeth Kemper.** The energies of girls. *Playground*, 18: 639-42, 659-60, February 1925.
- Bassett, Edward M.** Legislation for parks and recreation spaces. *Playground*, 18: 574-80, 609-11, January 1925.
- Coverdale, J. W.** Recreation for the small town and the country. *Playground*, 20: 352-55, September 1924.  
 The rural recreation problem is discussed.
- Finley, John H.** Objectives in community recreation. *Playground*, 18: 524-27, December 1924.

**Glenn, John M.** Industrial recreation. Playground, 18: 337-39, 366, September 1924.

Discusses the work done by the large manufacturing institutions in making provisions for recreation for their employees.

**Settle, T. S.** Recreation for colored citizens—needs and methods. Playground, 18: 597-98, 612-13, January 1925.

**Smith, John F.** Recreation and the open country. Playground, 20: 356-58, September 1924.

"The people of the countryside yearn for expression of body and spirit just as do those who dwell elsewhere."

Address delivered at the Recreation congress, Springfield, Ill., October 9, 1923.

**Staley, Seward Charle.** Games, contests and relays. New York, A. S. Barnes and company, 1924. viii, 354 p. illus., diagrs. 8°.

The author has attempted to collect into this volume of mass physical recreational activities, all of the more important activities of this sort practiced by the peoples of Western civilization. It includes the pedagogy of games for the lower and upper grades, the junior and senior high school, and the college; also gives directions for relay races and combative contests.

... The program of sportmanship education. Urbana, The University of Illinois [1924] 27 p. 8°. (University of Illinois bulletin, vol. xxi, no. 49. Bureau of educational research circular no. 28)

What constitutes an adequate recreation life? Playground, 18: 625-34, February 1925.

CONTENTS: Luella A. Palmer: For the child under eight years, p. 625-26. Lorne Barclay: For the boy eight to twelve, twelve to seventeen, seventeen to twenty-five, p. 626-28. Era Betzner: For the girl eight to twelve, twelve to seventeen, seventeen to twenty-five, p. 628-31. John Bradford: For young men and women, p. 631-33. E. K. Fretwell: For the middle-aged, p. 633-34.

Addresses given at the Recreation congress, Atlantic City, October 20, 1924.

**Wood, Mabel Travis.** Women play leaders. Woman citizen, 9: 8-9, 27, August 9, 1924. illus.

### SOCIAL ASPECTS OF EDUCATION

**Hart, Joseph K.** Social life and institutions; an elementary study of society. Yonkers-on-Hudson, N. Y., World book company, 1924. vi, 423 p. illus. 12°.

**Rugh, O. E.** Social standards. School and society, 20: 351-61, September 20, 1924.

The so-called revolt of youth is treated in a comprehending, sensible way, the author believing that it is easier to treat social standards at the level of manners than at the level of morals or religion, but that these standards must conform to the requirements of good morals.

### CHILD WELFARE

**American child health association.** Progress in child health; second annual report of Courtenay Dinwiddie, general executive, to the directors of the American child health association. Presented at the second annual meeting of the Association, Kansas City, Missouri, October 14-16, 1924. [New York, 1924] 42 [1] p. 8°.

"Reprinted from the November, 1924, issue Child health magazine."

An International year book of child care and protection; being a record of state and voluntary effort for the welfare of the child, including education, the care of the delinquent and destitute child, and conditions of juvenile employment throughout the world. Comp., from official sources, by Edward Fuller. With an introduction by Percy Alden. London, New York [etc.] Longmans, Green and co., 1924. xiii, 448 p. 12°.

**Moehlman, Arthur B.** Child accounting: needs. *Journal of educational research*, 10: 61-63, June 1924.

Third paper of series. Shows the necessity of uniform State-wide systems of child accounting, comprehensive in form and continuous as to type.

**The Twentieth Amendment—a debate.** *Forum*, 73: 13-27, January 1925.

CONTENTS: Why a child labor amendment? by Owen R. Lovejoy, p. 13-21. An unnecessary amendment, by William E. Gonzales, p. 21-27.

### MORAL EDUCATION

**Athearn, Walter Scott.** Character building in a democracy. The Washington Gladden lectures for the year 1924. New York, The Macmillan Company, 1924. 163 p. 12°.

It is the part of the churches to provide a comprehensive system of religious schools to parallel the public school system all the way from the kindergarten to the university. These schools should give the rising generation the necessary moral training based on religious faith. In view of this situation confronting Christian educators, Professor Athearn's book discusses "spiritual illiteracy" and its remedies, the evolution of the church school, the organization and supervision of religious education and the provision of qualified teachers, and the prospects for the church schools of to-morrow.

**Horne, Herman H.** Does the study of ethics improve morals?—A student symposium. *School and society*, 21: 330-32, March 14, 1925.

**Marrs, J. J.** Course in moral instruction. *Mississippi educational advance*, 15: 42-45, June 1924.

A list of stories and articles, and books, with author's name, and the moral lesson each teaches, is given.

**Rich, Stephen G.** A constructive program for moral and civic habit formation. *Education*, 45: 129-41, November 1924.

"The positive program of moral and civic training . . . proceeds to do the work that the home has ceased to accomplish."

**Starbuck, Edwin D.** Some of the fundamentals of character education. *School and society*, 20: 97-101, July 26, 1924.

Address before the National education association, July 1924.

**Symonds, Percival M.** The present status of character measurement. *Educational administration and supervision*, 10: 484-98, November 1924.

### RELIGIOUS AND CHURCH EDUCATION

**Catholic educational association.** Report and addresses of the twenty-first annual meeting, Milwaukee, Wis., June 23-26, 1924. 720 p. 8°. (The Catholic educational association bulletin, vol. 21, no. 1, November 1924) (Rev. Francis W. Howard, secretary, 1651 East Main Street, Columbus, Ohio)

Contains: 1. William Cunningham: Rebuilding the educational ladder, p. 37-54. 2. F. J. Kunnecke: Articulation of high school and college, p. 188-99. 3. F. M. Kirsch: Phases of the history of secondary education, p. 202-17. 4. P. J. Bernarding: Objectionable features of coeducation in the high school, p. 250-64. 5. M. S. Dudgeon: The school library as an educational agency, p. 231-94.

**Betts, George Herbert.** The curriculum of religious education. New York, Cincinnati, The Abingdon press [1924]. 535 p. illus., diags. 8°. (The Abingdon religious education texts)

The plan of this volume is (1) to give a brief but sufficiently comprehensive outline of the origins and historical development of the present religious curriculum; (2) to formulate the educational principles and state the fundamental theory which should govern in the making of a curriculum of religious education; (3) to describe and in some measure estimate the essential value of the current curricula of our church schools.

**Brewer, Clifton Hartwell.** A history of religious education in the Episcopal church to 1825. New Haven, Yale university press, 1924. xi, [1], 362 p. 8°. (Half-title: Yale studies in the history and the theory of religious education. Editors: L. A. Weigle, H. B. Wright)

Bibliography: p. [331]-348.

**Burroughs, E. A., ed.** Education and religion; a course of lectures given in Bristol Cathedral, with a foreword by the Archbishop of Canterbury. London, Hodder and Stoughton, limited [1924] 253 p. 12°.

CONTENTS: Objectives by E. A. Burroughs.—Religion and humanity by Cyril Norwood.—Religion and national life by Michael Sadler.—The teaching of religion by C. A. Allington.—Psychology and religion by J. B. Rae.—The spiritual life of the adolescent by H. C. White.—Children and churchmanship by C. S. Woodward.—The Christian citizen of to-morrow by H. R. L. Sheppard.—The duty of the church to-day by the Dean of Bristol.

**Drummond, N. B.** The educational function of the church. Nashville, Tenn., Sunday school board of the Southern Baptist convention [1924] 223 p. 12°.

**International Sunday school council of religious education.** Year book. 1st, 1924. Chicago, International Sunday school council of religious education [1924] 143 p. ports. 8°.

**Kirsch, Felix M.** The Catholic teacher's companion; a book of self-help and guidance. With a preface by Cardinal Dougherty and an introduction by Rev. George Johnson. New York, Cincinnati, Chicago, Benziger brothers, 1924. xxx, 747 p. front. 12°.

**Krumbine, Miles H.** Matriculating in righteousness. Good housekeeping, 80: 53, 122, 125, 128, 130, 133, 134, 139, March 1925.

Summarizes an attempt made "to set up a program of religious education that will bring to the experience of every child for whose religious training we are responsible, approximately as much training in religion as that child gets in any other field of experience."

**National council on religion in higher education.** Bulletin. IV, The undergraduate courses in religion at the tax-supported colleges and universities of America, by Charles Foster Kent. V, State constitutional and legislative provisions and Supreme court decisions relating to sectarian religious influence in tax-supported universities, colleges, and public schools, by Herbert L. Searles. [1924] 2 v. 8°.

The National council on religion in higher education was formerly the National council of schools of religion. Its dean is Charles Foster Kent, of Yale university, New Haven, Conn.

**Penniman, Josiah H.** Abraham Lincoln and Christian education. Pennsylvania gazette, 23: 465-68, March 6, 1925.

An address made before the Presbyterian educational conference, Philadelphia, February 12, 1925.

**Phillips, Charles.** The teacher's year; an informal handbook for the Catholic educator. New York, P. J. Kenedy & sons, 1924. x, 276 p. 12°.

**Poole, William C.** The place of Christian education in world evangelism. International journal of religious education, 1: 26-28, October 1924.

**Severance, Henry O.** Adult religious education. Library journal, 50: 173-74, February 15, 1925.

A list of 38 books is given on religious subjects which would be desirable as a reading list for adults.

**Shaver, Erwin L.** The project principle in religious education; a manual of theory and practice for church-school leaders. Chicago, Ill., The University of Chicago press [1924] xix, 375 p. 16°. (Half-title: The University of Chicago publications in religious education)

- Stewart, George, jr.** A history of religious education in Connecticut to the middle of the nineteenth century. New Haven, Yale university press, 1924. xv, 402 p. facsim. 8°. (Yale studies in the history and theory of religious education. I)
- Willcox, Helen L.** . . . Bible study through educational dramatics. New York, Cincinnati, The Abingdon press [1924] 155 p. 8°. (Biblical drama series)

### MANUAL AND VOCATIONAL TRAINING

**Associate industries of New York state. Committee on education.** . . . First report of the Committee on education of Associated industries of New York state. Buffalo, N. Y., Associated industries of New York state inc. [1924] 16 p. 12°. (Educational series no. 1. General education program)

**Bureau of vocational information, New York.** Training for the professions and allied occupations; facilities available to women in the United States. New York, N. Y., Bureau of vocational information, 1924. xii, 742 p. 8°.

The various occupational fields for women described in this volume are 23 in number. Each section has a general survey giving the trend of the occupation and the status of training, and a directory of institutions where preparation for the particular occupation may be had.

**Dean, Arthur, ed.** Education through woodworking. A series of prize winning essays, practical hints on the operation of woodworking machines, floor plans and machine specifications for woodworking departments. Introduction by Arthur Dean. Rochester, N. Y., Educational department, American woodworking machinery company [1924] 4 p. l., 352[1] p. illus., plates. 8°.

CONTENTS: From seven cardinal principles, by A. Caliver.—From the angle of case studies, by F. Strickler.—Motivated book work, by Mary W. Muldoon.—Taste and superior craftsmanship, by H. Hjorth.—Value of productive method, by W. Rosengarten.—Training teachers of industrial arts, by Marjorie Nind.—The instincts of boys, by A. Hausrath.—A teacher and his boys, by J. B. Doty.—The teacher who found himself, by E. D. Hay.—Wood, a basic material, by F. H. Shepherd.—A teaching program, by G. R. Tuttle.—The creative impulse, by H. Cleaves.—Training leaders of industry, by G. B. Cox.—Production and instruction, by W. T. Weld.—A series of outstanding points, by S. H. Williams.—Habit formations, by E. S. MacIn.—Thinking basis of woodwork, by M. L. Burris.—As a tie-up with education, by J. F. Friese.—A very practical illustration, by F. Mack.—From across the border, by W. H. Hewitt.—Class papers as an aid, by W. H. Coppedge.—The higher education value, by W. D. Keir.

**Haynes, Merritt Way.** Teaching shop work; a handbook for instructors in vocational schools and for students in trade-teacher training classes. Boston, New York [etc.] Ginn and company [1924] x, 238 p. illus., forms, diags. 12°.

By a process of analysis the subject of trade-teaching is here resolved into the following units: Principles of vocational education observation of teaching, trade analysis, principles of teaching, practice-teaching, shop organization and management, psychology applied to student analysis.

**Keller, Francis J.** Day schools for young workers; the organization and management of part-time and continuation schools. New York and London, The Century company, 1924. xxiii, 577 p. diags. 12°. (The Century vocational series, edited by Charles A. Prosser)

Courses of study: p. 533-47.

Bibliography: p. 433-63.

**Payne, Arthur F.** Administration of vocational education, with special emphasis on the administration of vocational industrial education under the Federal vocational education law. New York, McGraw-Hill book company, inc., 1924. xiii, 354 p. tables, diags. 8°.

Following the general treatment of administration and organization of vocational training, considerable space in this volume is devoted to discussing and clarifying the terminology currently employed to designate the various forms of practical work in education.

**Plenske, O. H.** A study of the abilities of vocational school pupils. *Journal of educational research*, 10: 42-48, June 1924.

Tests made in two Wisconsin cities. Recommends a new program for the part-time schools of Wisconsin.

**Smith, Homer J.** . . . Industrial education in the public schools of Minnesota (a detailed study of its history and present practice, with suggestions) x, 153 p. incl. tables, diagrs. 8°. ([Minnesota University] College of education. Educational monograph no. 6)

"Bulletin of the University of Minnesota . . . vol. xxvii, no. 47, September 15, 1924."

**Weinburg, Frances Toor.** Mexico's rapid progress in vocational education. *Bulletin of the Pan American union*, 58: 578-84, June 1924. illus.

### VOCATIONAL GUIDANCE

**Burr, Emily T.** Vocational guidance for the maladjusted. *Nation's health*, 6: 399-401, June 1924.

Describes the work of the Vocational adjustment bureau, New York City.

**Cook, William A.** An effort to measure typing efficiency. *Journal of educational research*, 11: 49-59, January 1925.

Describes a plan which seeks to measure typing efficiency by class performance as well as by individual attainments.

**Counts, George S.** The social status of occupations: a problem in vocational guidance. *School review*, 33: 16-27, January 1925.

A discussion of an important problem in vocational guidance, which, as the writer says, is " seldom squarely faced." Forty-five occupations were selected for study.

**Fryer, Douglas.** The significance of interest for vocational prognosis. *Mental hygiene*, 8: 466-505, April 1924.

Discusses the permanency of vocational interest, and the psychological meaning of interest. Gives case studies of vocational ambitions of groups of students in different colleges.

**Griffitts, Charles H.** Fundamentals of vocational psychology. New York, The Macmillan company, 1924. xiii, 372 p. 12°.

**Holmes, Chester W.** An unusual experiment in vocational guidance. *Education*, 45: 263-76, January 1925.

Discusses the work of the Carnegie hero fund commission.

**Kawin, Ethel.** Blind alleys. *Survey*, 53: 148-50, November 1, 1924.

A study of vocational guidance.

**McHale, Kathryn.** An experimental study of the vocational interests of a liberal arts college group. *Journal of applied psychology*, 8: 245-55, June 1924.

**Peters, Iva L.** A college vocational guidance program. *School and society*, 20: 201-7, August 16, 1924.

Address before the National education association, at Washington, D. C.

**Pruette, Lorine.** Vocational orientation for the college student. *Educational review*, 69: 83-85, February 1925.

Presents a course in vocational adjustment.

**Saul, John H.** Vocational guidance from the point of view of commercial education. *Vocational guidance magazine*, 3: 163-71, February 1925.

**Towne, Harriet E.** Every teacher a counselor. *Vocational guidance magazine*, 3: 155-62, February 1925.

Writer affirms that the outstanding aim of successful counseling is to make the child the unit, not the subject, nor the curriculum.



## WORKERS' EDUCATION

Conference of teachers in workers' education at Brookwood, February 23-24, 1924, edited by a committee of local no. 189, American federation of teachers. Brookwood, Katonah, N. Y., 1925. 69 p. 12°.

The proceedings are here given of the first annual conference of teachers in workers' education, held under the auspices of the American federation of teachers at Brookwood, called "labor's own resident college," located at Katonah, N. Y. The papers included deal with the following general topics in relation to workers' education: Place of psychology—psychology of the learning process, Positive and constructive mental habits in students, Function of natural science and the scientific method, Pedagogical procedure, Spoken and written English as instruments and objectives.

**Horrabin, J. F. and Winifred.** Working-class education. London, The Labour publishing company, limited [1924] 93 p. 16°.

**Jacks, L. P.** The education of industry. Yale review, 14: 52-65, October 1924.

Attributes, among other things, the decline of the fine arts to the divorce between industry and culture, between labor and education.

**Mitchell, Broadus.** The working women's classes at Bryn Mawr college. Educational review, 68: 126-28, October 1924.

Describes the summer school for women workers.

**Muste, A. J.** Workers' education in the United States. Nation, 119: 833-35, October 1, 1924.

**Price, T. W.** The story of the Workers' educational association from 1903 to 1924. Introduction by R. H. Tawney. London, The Labour publishing company, limited, 1924. 94 p. 16°.

## AGRICULTURE

**Berry, James B.** Teaching agriculture; an analysis of the teaching activity in its relation to the learning process. Yonkers-on-Hudson, N. Y., World book company, 1924. xiv, 230 p. front., illus. 12°. (New world agriculture series, ed. by W. J. Spillman)

**Doggett, Allen B., jr.** Hampton's school of agriculture. Southern workman, 53: 189-98, November 1924.

**McMillan, George.** The agricultural high school in Ontario. Toronto, University of Toronto press, 1924. 129 p. tables, diagrs. 8°.

**Pearson, E. A.** The better adaptation of educational and investigational effort to the agricultural situation. Science, 61: 217-21, February 27, 1925.

**Schmidt, G. A.** . . . New methods in teaching vocational agriculture. New York & London, The Century co., 1924. xv, 268 p. front. 12°. (The Century vocational series, ed. by C. A. Prosser)

**Shinn, E. H.** Elementary agriculture in rural schools from sixth to eighth grades. Journal of rural education, 4: 59-69, October 1924.

The topics of this discussion are the aims and objectives in teaching agriculture in rural schools, the ways and means, the results and recommendations.

## HOME ECONOMICS

**Alexander, Nelle.** How schools can afford home economics. Elementary school journal, 25: 113-18, October 1924.

Describes work done by the writer in a junior high school at Beloit, Wis., in 1922-1924, where all eighth-grade girls took cooking.

**Harrington, Irene C.** The high-school lunch: its financial, administrative, and educational policies. Journal of home economics, 16: 625-30, November 1924.

A study made under the direction of the department of household economics at Simmons college.

**Purcell, Blanche W.** Home economics at Hampton institute. Southern workman, 54: 9-15, January 1925.

**Robertson, Annie Isabel.** . . . Guide to literature of home and family life; a classified bibliography for home economics with use and content annotations. Philadelphia, London [etc.] J. B. Lippincott company [1924] xv, 284 p. 8°. (Lippincott's home books, ed. by B. R. Andrews)

### COMMERCIAL EDUCATION

**Welch, Arnon Wallace.** Some observations on secondary commercial education. New York, Chicago [etc.] The Gregg publishing company [1924] xi, 208 p. 12°.

**Williams, Clementine T.** Why business finds fault with school. Educational review, 69: 93-96, February 1925.

Says that the merchant expects the high school to give a student a fundamental knowledge of facts considered as general information.

### PROFESSIONAL EDUCATION

#### GENERAL

**Koch, E. W.** Pre-professional training as revealed by the needs of the physician. Science, 60: 580-82, December 26, 1924.

Says that the cultural subjects and the humanities should be given greater consideration than they now receive. Emphasizes the importance of psychology.

**Leonard, Robert Josselyn.** Trends in professional education. Teachers college record, 26: 177-83, November 1924.

Address delivered at opening convocation of Columbia university, September 1924.

**Wickenden, W. E. and Dick, Adelaide.** Professional organizations and professional schools. Journal of engineering education, n. s. 15: 224-44, December 1924.

Gives history and present status of professional schools of the United States.

#### MEDICINE

**Bradford, E. H.** Teaching the practice of medicine. Boston medical and surgical journal, 191: 1195-1200, December 25, 1924.

**Edsall, David L.** The product of medical education. Boston medical and surgical journal, 191: 283-94, August 14, 1924.

An appreciative review of medical education in the United States and the quality of graduates in medicine.

**Harvey, B. C. H.** College preparation for the study of medicine. School and society, 19: 713-18, June 21, 1924.

**Jackson, C. M.** The rôle of research in medicine. Science, 59: 227-33, September 12, 1924.

Contents that the medical school must necessarily be an integral part of a strong university.

**Maas, Urban.** Some suggested reforms in the medical curriculum. Journal of the American medical association, 82: 2007-9, June 21, 1924.

Says that a closer contact is needed between the clinical and pre-clinical branches.

**Mayers, Lewis and Harrison, Leonard V.** The distribution of physicians in the United States. New York, General education board, 1924. xii, 197 p. incl. tables. 12°.

Medical education in the United States. *Journal of the American medical association*, 83: 509-31, August 16, 1924.

"Annual presentation of educational data for 1924 by the Council on medical education and hospitals." Statistics of medical colleges in the United States and Canada; distribution of medical students by States, etc.

**Pusey, William A.** Medical education and medical service. *Journal of the American medical association*, 84: 281-85, 365-69, 437-41, 513-15, 592-95, January 24, 31, February 7, 14, 21, 1925.

Emphasizes the shortage of rural physicians, the excessive cost of medical education and its reduction, and the revision of the curriculum and methods of teaching.

**Rockefeller foundation. Division of medical education. Methods and problems of medical education. First-second series.** New York, The Rockefeller foundation, Division of medical education, 1924. 2 v. incl. illus., plans. 4°.

Richard M. Pearce, director.

#### NURSING

**Blazier, Florence E.** . . . Investigation of nursing as a professional opportunity for girls. Pt. I, Technical study. Pt. II. Vocational information bulletin. [Bloomington, Ind.] The Bureau of cooperative research, School of education, Indiana University, 1924. cover-title, 69 p. illus. tables, diagrs. 12°. (*Bulletin of the School of education, Indiana university.* vol. I, no. 2)

**Bolton, Frances P.** The responsibility of the university school of nursing to the individual student, the hospital, and the community. *American journal of nursing*, 24: 895-904, August 1924.

Also in *Trained nurse and hospital review*, 73: 121-26, August 1924.

Says there is great need of supplementary and additional education for graduate nurses who have suffered from the failure of the apprentice type of training.

**Eyre, Mary B.** New methods of examination. *American journal of nursing*, 25: 35-42, January 1925.

Discusses psychological tests and methods in examination of nurses.

**Pfeferkorn, Blanche.** Adjustments in the educational program for nursing. *American journal of nursing*, 24: 1126-32, November 1924.

#### ENGINEERING

**Bennett, Edward.** Engineering courses for the functional rather than the industrial divisions of engineering. *Journal of engineering education*, 14: 582-99, June 1924.

**Hammond, H. P.** The preparation, admission, and elimination of engineering students. *Journal of engineering education*, n. s. 15: 498-508, March 1925.

**Jewett, A. C.** The engineering graduate in industry. *Journal of engineering education*, n. s. 15: 424-33, February 1925.

**Society for the promotion of engineering education.** Report of the director of investigation, to the board of investigation and coordination, December 5, 1924. *Journal of engineering education*, 15: 324-29, January 1925.

**Walker, P. F.** The public service aspects of engineering education. *Journal of engineering education*, 15: 32-41, September 1924.

Discusses the social significance of engineering education.

## THEOLOGY

**Kelly, Robert L.** Theological education in America; a study of one hundred sixty-one theological schools in the United States and Canada. New York, George H. Doran company [1924] 456 p. plates, tables, diagrs. 8°.

This inquiry was made under the auspices of the Institute of social and religious research, New York. The data for the study were collected by means of questionnaires, supplemented by numerous personal visits to institutions and the consultation of printed sources of information. The material was subjected to thorough criticism and verification before publication. The book is not merely statistical, but it undertakes also to interpret the spirit and the tendencies underlying the service of the seminaries.

## CIVIC EDUCATION

**Almack, John C.** Education for citizenship. Boston, New York [etc.] Houghton Mifflin company [1924] xvii, 287 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

This work is written from a practical point of view, with the purpose of instructing teachers in the principles and methods of effective training for citizenship.

**Angell, James B.** Some reflections on democracy and education. Yale review, 14: 417-32, April 1925.

Says that the education fitted for the needs of a democracy must give incentive to moral and spiritual interests as well as vocational and scientific. The school must be reinforced by both the family and the church.

**Jordan, David Starr.** Education for peace. Journal of education, 100: 625-28, December 18, 1924.

The \$25,000 Prize Plan of education for peace and the promotion of world amity.

**Schmidt, Louis B.** Steering the schools straight. Educational review, 68: 225-33, December 1924.

A discussion of courses in citizenship in the public schools. Says that training in citizenship must be raised to a position of primary importance in the educational program if democracy is to endure.

**Sisson, Edward O.** Education for patriotism. Educational review, 68: 60-66, September 1924.

"Education for patriotism is a work of purification and illumination."

**Vinacke, Howard M.** Smugness in civic teaching. Educational review, 69: 8-13, January 1925.

The author thinks that "the majority of men and women trained by institutions maintained for the prime purpose of maintaining good government notoriously neglect their political duties".

**Wiley, Malcolm.** Education for citizenship. Journal of social forces, 2: 676-79, September 1924.

A review of some recent textbooks on the subject.

## AMERICANIZATION

**Nutting, H. C.** Immigration and education. School and society, 20: 677-82, November 29, 1924.

**Symonds, Percival M.** The effect of attendance at Chinese language schools on ability with the English language. Journal of applied psychology, 8: 411-23, December 1924.

An attempt to throw light on the foreign language school problem of Hawaii.

## EDUCATION OF WOMEN

**Charters, Jessie Allen.** Methods of study used by college women. Points of view from which work on study has been done. Journal of educational research, 10: 344-55, December 1924.

**Franklin, Mrs. Lucy Jenkins.** The dean of women. *Journal of education*, 101 : 43-44, January 8, 1925.

Address at her installation as dean of women at Boston university.

**Michell, Elene M.** The life career motive and the dean of girls. *School and society*, 20 : 70-76, July 19, 1924.

Status of women in college and university faculties. *School and society*, 21 : 16-17, January 3, 1925.

**Wilson, Ella E.** The girls' league as an agency in the education of high-school girls. *School review*, 33 : 208-19, March 1925.

Discusses the work of the girls' club in the Franklin high school, Portland, Oreg.

### NEGRO EDUCATION

**Aery, William A.** The school education at Hampton institute. *Southern workman*, 54 : 130-36, March 1925.

**Cools, G. Victor.** The problem of the negro schools. *School and society*, 20 : 168-73, August 9, 1924.

—— Why negro education has failed. *Educational review*, 68 : 254-59, December 1924.

Contends that negro education must shift its emphasis from the classical and professional to the creative industry.

**Gandy, John M.** Public high schools for Virginia negroes. *Southern workman*, 53 : 305-11, July 1924.

**Newbold, N. C.** Negro education in North Carolina. *Journal of rural education*, 4 : 145-56, December 1924.

Discusses the progress made within the past four years in this state.

**Scott, Emmett.** Leisure time and the colored citizen. *Playground*, 18 : 593-96, January 1925.

### EDUCATION OF THE BLIND

**Minner, Charles B.** The question of higher education for the blind. *Pedagogical seminary*, 31 : 358-87, December 1924.

### EDUCATION OF THE DEAF

**American association to promote the teaching of speech to the deaf.** Proceedings of the eleventh summer meeting, June 30-July 5, 1924. *Volta review*, 27 : 1-79, January 1925.

**American instructors of the deaf.** Report of the proceedings of the twenty-third meeting of the convention . . . Belleville, Ontario, Canada, June 25-30, 1923. Washington, Government printing office, 1924. 278 p. 8°. (Secretary, Ignatius BJORLEE, Frederick, Md.)

**American schools for the deaf.** *American annals of the deaf*, 70 : 1-69, January 1925.

Tabulates statement, giving schools, locations, and chief executive officers. Gives list of instructors, October 20, 1924.

Conserving hearing and teaching lip-reading. Symposium. *Volta review*, 26 : 589-605, December 1924.

**Northrop, Helen.** Reading for the deaf. *American annals of the deaf*, 69 : 401-25, November 1924.

**Bott, O. M.** The prevention of deafness in children and the teacher's responsibility thereto. *Volta review*, 26: 495-500, October 1924.

**Wright, John D.** Schools for the deaf in France. *Volta review*, 26: 348-56, August 1924.

Second and concluding paper. Illustrated.

### EXCEPTIONAL CHILDREN

**Emerson, William B. P.** Physical and mental unfitness in children. *School and society*, 20: 361-65, September 20, 1924.

Given before the Department of superintendence of the National education association, February 1924.

**Haines, Thomas H.** Special training facilities for mentally handicapped children in the public day schools of the United States, 1922-23. *Mental hygiene*, 8: 893-911, October 1924.

**Hopkins, L. Thomas.** The intelligence of continuation-school children in Massachusetts. Cambridge, Harvard university press, 1924. xiv, 132 p. 8°. (Half-title: *Harvard studies in education*, vol. v)

**Judelson, Samuel J.** A study of the physical ability of mentally retarded children. *Mind and body*, 31: 296-311, [December] 1924.

**McCord, Clinton P.** The need for scientific study of delinquent and problem children and provision for an adequate mental hygiene program in the schools. *Mental hygiene*, 8: 438-52, April 1924.

Discusses work in Albany, N. Y. Says that more and better trained teachers, psychiatrists, and social workers are needed.

**Rohan, Ben J.** What to do for the bright pupil. *Journal of educational method*, 4:15-24, September 1924.

Discusses the plan for providing "interest or incentive clubs" adopted in the writer's schools, which were of four kinds, a teachers' club, a forestry club, a newspaper club, and a wireless club.

**Wallin, J. E. Wallace.** The education of handicapped children. Boston, New York [etc.] Houghton, Mifflin company [1924] xiv, 394 p. front., plates, tables, diagrs., facsimis. 12°. (*Riverside textbooks in education*, ed. by E. P. Cubberley)

After a brief historical survey of the development of care and training of handicapped children, the technical requirements are stated for the successful organization of special classes for children who are mentally retarded, delinquent, speech defective, crippled, deaf, blind, hard-of-hearing, or semi-sighted. A discussion follows of the theories, definition, and social consequence of mental deficiency, and the ultimate aims of constructive work in behalf of the mentally defective.

**Wilson, Homer C.** An opportunity and adjustment school of the intermediate type. *Elementary school journal*, 25: 184-90, November 1924.

Describes conditions in elementary schools of Fresno, Calif., where special schools were established for all boys and girls 13 years of age or older who had not graduated from the elementary school.

### EDUCATION EXTENSION

Adult education in Scandinavia and America. Two addresses delivered at the Conference of southern mountain workers, Knoxville, Tenn., April 8-10, 1924. [New York city, 156 Fifth avenue] Pub. by the conference [1924] 46 p. 8°.

CONTENTS.—The people's college in Denmark and what it may mean to the Highlands, by Mrs. John C. Campbell.—An adaptation of the Danish theory to a country with super-rural problems—Finland, by Marguerite Butler.

**Bittner, W. S.** Cooperation for adult education. *School and society*, 20: 296-303, September 6, 1924.

Address before the Federal conference on home education, University of Minnesota, May 7, 1924.

**Cottrell, Louise.** A social-working state university. *Survey*, 53: 581-83, February 15, 1925.

Discusses the developing and standardizing of social work throughout Iowa by the extension division of the State university of Iowa.

**Martin, G. Currie.** The adult school movement; its origin and development. London, National adult school union, 1924. xviii, 435 p. front. (port.) plates. 12°.

A history of adult schools in England, with a description of their present status and a forecast of their future development.

**National university extension association. Committee on standardization.** Report. University extension credit courses. [Boston, Mass.] 1924. 70 p. 8°.

Secretary-treasurer of association: J. A. Moyer, Statehouse, Boston, Mass.

**Stanley, Oliver, ed.** The way out. Essays on the meaning and purpose of adult education by members of the British institute of adult education; with an introduction by Viscount Grey of Fallodon. London, New York, [etc.] Oxford university press; Humphrey Milford, 1923. vii, 115 p. 12°.

Contributors: Viscount Haldane of Cloan, A. E. Zimmern, H. J. Leski, Eustace Percy, Albert Mansbridge, W. N. Bruce, William McCormick, Frank Heath, Elizabeth S. Haldane, T. H. Searis.

**Tawney, B. H.** Adult education in England. *New republic*, 40: 292-93, November 19, 1924.

#### LIBRARIES AND READING

An advanced school of librarianship. *Library journal*, 50: 171-72, February 15, 1925.

Sets forth the need for such a school, the entrance requirements, location, curriculum, etc.

**Andrews, Clement W.** Centralizing university libraries. *Library journal*, 49: 1017-20, December 1, 1924.

Paper read before the College and reference section of the American library association, Saratoga Springs, N. Y., July 2, 1924.

**Baker, Ernest A.** Teaching how to read. *Fortnightly review*, 117: 414-23, March 1925.

Discusses library extension work; the use of the library, etc.

**Bone, Woutrina A.** Children's stories and how to tell them. With an introduction by May Masee. New York, Harcourt, Brace and company, [1924]. xviii, 200 p. 12°.

Bibliography: p. 149-191.

**Donovan, H. L.** The content of ordinary reading. *Elementary school journal*, 25: 370-79, January 1925.

A study of "What adults read." Says the curriculum-maker should go to the newspapers, magazines, public libraries, and book stores, to find out what people are interested in reading, and then develop a curriculum which will lead them to do better that which their interest will cause them to do any way.

**Garnett, Wilma Leslie.** Children's choices in prose. *Journal of education*, 99: 629-33, June 5, 1924.

Lists submitted are given.

**Hadley, Chalmers.** Library buildings; notes and plans. Chicago, American library association, 1924. 154 p. illus. 4°.

The scope of the volume is limited to library buildings costing less than \$50,000.

**Hulsizer, Allen.** The rural library. *Journal of rural education*, 4: 170-73, December 1924.

Says "If rural education is to be efficient, there must be wider, richer sources to form and inform rural children."

**Kethley, W. M.** The Lake memorial library in the Enochs junior high school. American school board journal, 69: 51, July 1924. illus. plan.

Also in the Elementary school journal, 25: 55-60, September 1924.

**Learned, William S.** The American public library and the diffusion of knowledge. New York, Harcourt, Brace and company [1924] vii, 89 p. maps, tables, diagr. 8°.

The tax-supported public library as an agency for the systematic diffusion of knowledge is discussed in this book; also the American Library Association as an agency for the promotion of library service. The study closes with a forecast of the future development of public libraries and of the service rendered by them, in which the author recommends a library survey of the United States, experimental studies in the diffusion of library service, and adequate support of professional training and of the American Library Association.

**Meyer, H. H. B.** The library and adult education. Public libraries, 29: 507-10, December 1924; 30: 1-4, 55-59, January, February 1925.

**Michigan. University.** The William L. Clements library of Americana at the University of Michigan. Ann Arbor, The University, 1923. xii [1] 228 p. 8°.

**Morgan, Joy E.** Schools and libraries. School and society, 20: 703-13, December 6, 1924.

An address before the Department of elementary school principals of the National education association, Washington, D. C., July 3, 1924.

**Our teacher's book shelf.** New York state education, 12: 209-14, November 1924.

A list of 342 titles, compiled with the assistance of Miss Martha Phelps, and Mr. Frank L. Tolman, and assistants, New York State library. In the next issue there was given a list of ten books selected from this number, that should be in every teacher's library.

**Power, Lenore St. John.** New fashions and old in children's books. Good housekeeping, 79: 104, 106, 108, December 1924.

A list of books is given on page 106, with title, author, publisher, and price.

**The public library and adult education.—A symposium.** Library journal, 49: 925-40, November 1, 1924.

Contains papers by A. E. Bostwick, S. H. Ranck, C. F. D. Belden, Linda A. Eastman, Beatrice Winer, G. H. Tripp, Electra C. Doren, C. E. Rush, Faith Smith, M. J. Ferguson, O. B. Roden, C. E. Sherman, and M. S. Dudgeon; also statements from the general field.

**Snider, Sara.** Literary poison for boys and girls. Educational review, 68: 144-46, October 1924.

**Tilton, Evelyn E.** The library in the rural school. Journal of rural education, 4: 164-70, December 1924.

Gives a list of fifty books for grades 1-8, and a suggestive list of fifty more.

**Van Hosen, Henry Bartlett.** Graduate and undergraduate instruction in the bibliography and use of the library. School and society, 21: 311-14, March 14, 1925.

The writer says "This topic might with a considerable degree of truth be phrased 'the place of the college in adult education.'"

**Ward, Gilbert O.** Publicity for public libraries; principles and methods for librarians, library assistants, trustees, and library schools. New York, The H. W. Wilson company, 1924. vii, 315 p. incl. diagrs. 12°.

**Wheeler, Joseph L.** The library and the community. Increased book service through library publicity based on community studies. Chicago, American library association, 1924. 417 p. illus., diagrs. 8°.

This volume deals with the community background of the library (including schools), public opinion and the library, and especially the technique of library publicity.



## BUREAU OF EDUCATION: RECENT PUBLICATIONS

- American school buildings; by Fletcher B. Dresslar. Washington, Government printing office, 1925. 100 [45] p. illus., plates. 8°. (Bulletin, 1924, no. 17)
- A basis for music in the work-study-play school; by Will Earhart. Washington, Government printing office, 1924. 5 p. (City school leaflet no. 17)
- Bibliography of educational and psychological tests and measurements; compiled by Margaret Doherty and Josephine MacLatchy, under the direction of B. R. Buckingham. Washington, Government printing office, 1924. 233 p. 8°. (Bulletin, 1923, no. 55)
- Biennial survey of education, 1920-1922. In two volumes. vol. 1. Washington, Government printing office, 1924. 773 p. 8°. (Bulletin, 1924, no. 13)
- The chief state school official; by Ward G. Reeder. Washington, Government printing office, 1924. 167 p. 8°. (Bulletin, 1924, no. 5)
- Commercial occupations. Report of the fourth Commercial education conference, 1924. Prepared by Glen Levin Swiggett. Washington, Government printing office, 1924. 9 p. (Commercial education leaflet no. 9)
- Cooperation in adult education. Report of second national conference on Home education; by Ellen C. Lombard. Washington, Government printing office, 1925. (Home education circular no. 6)
- Cooperative vocational guidance. Report of a conference held at the Peirce school of business administration, Philadelphia, in cooperation with the United States Bureau of education, 1923; by Glen Levin Swiggett. Washington, Government printing office, 1924. 12 p. (Commercial education leaflet no 8)
- Coordination of business preparation and placement. Report of the third Commercial education conference, 1924; prepared by Glen Levin Swiggett. Washington, Government printing office, 1924. 16 p. (Commercial education leaflet no 10)
- The daily schedule in the high school; by J. B. Edmondson, Warren E. Bow, Irvin Van Tassell. Washington, Government printing office, 1924. 17 p. 8°. (Bulletin, 1924, no. 15)
- Fiscal support of state universities and state colleges; by Clarence Howe Thurber. Washington, Government printing office, 1925. 164 p. tables, diagrs. (Bulletin, 1924, no. 28)
- Government publications useful to teachers; compiled by Eustace E. Windes. Washington, Government printing office, 1924. 34 p. illus. 8°. (Bulletin, 1924, no. 23)
- Helps for the rural school nurse; by Harriet Wedgwood and Hazel Wedgwood. Washington, Government printing office, 1924. 54 p. 8°. (Health education no. 17)
- Intelligence of seniors in the high schools of Massachusetts; by Stephen S. Colvin and Andrew H. MacPhail. Washington, Government printing office, 1924. 39 p. diagrs. 8°. (Bulletin, 1924, no. 9)
- Introduction of algebra into American schools in the eighteenth century; by Lao Geneva Simons. Washington, Government printing office, 1924. 80 p. illus. 8°. (Bulletin, 1924, no. 18)

- Kindergarten ideals in the home and school, a reading course for parents; by Nina C. Vandewalker. 8 p. (Home education reading course no. 28)
- List of references on Higher education; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 31 p. (Library leaflet no. 28)
- List of references on the Junior high school; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 11 p. (Library leaflet no. 27)
- List of references on the Money value of education; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 7 p. (Library leaflet no. 24)
- List of references on Play and playgrounds; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 13 p. (Library leaflet no. 29)
- List of references on Rural life and culture; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 12 p. (Library leaflet no. 26)
- List of references on Vocational education; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 20 p. (Library leaflet no. 25)
- Manual arts in the junior high school; by William E. Roberts. Washington, Government printing office, 1924. 89 p. 8°. (Bulletin, 1924, no. 11)
- Milpitas—a rural school project in teacher training; by Clara H. Smith and La Rae Olive. Washington, Government printing office, 1924. 19 p. (Rural school leaflet no. 27)
- Objectives in commercial education. Report of the second Conference on business training for engineers and engineering training for students of business, Pittsburgh, Pa., May 1 and 2, 1922; prepared by Glen Levin Swiggett. Washington, Government printing office, 1924. 66 p. 8°. (Bulletin, 1924, no. 16)
- Organization and administration of the duplicate school in Philadelphia, Pa.; by Edwin Y. Montanye. Washington, Government printing office, 1924. (Bulletin, 1924, no. 24)
- A platoon school in Kansas City, Missouri; by G. W. Diemer. Washington, Government printing office, 1924. 25 p. tables. 8°. (Bulletin, 1924, no. 25)
- Practices and objectives in training for foreign service. Report of the National conference on foreign service training, Washington, December 26, 1923; prepared by Glen Levin Swiggett. Washington, Government printing office, 1924. 27 p. 8°. (Bulletin, 1924, no. 21)
- Preparation of rural teachers in high schools. A summary of present practice; by Mabel Carney. Washington, Government printing office, 1924. 27 p. (Rural school leaflet no. 33)
- The quest of youth: a pageant for schools; by Hazel Mackaye. Washington, Government printing office, 1925. 102 p. 8°. (Bulletin, 1924, no. 33)

Record of current educational publications, to June 1, 1924; compiled by the Library division of the Bureau of education. Washington, Government printing office, 1924. 69 p. 8°. (Bulletin, 1924, no. 27)

Schools for adults in prisons, 1923; by A. C. Hill. Washington, Government printing office, 1924. 33 p. 8°. (Bulletin, 1924, no. 19)

Some practical uses of auditoriums in the rural schools of Montgomery County, Ala.; by Lillian Allen and Cora Pearson. Washington, Government printing office, 1924. 10 p. (Rural school leaflet no. 34)

Sources of useful information for the teacher of home economics; by Emeline S. Whitcomb. Washington, Government printing office, 1924. 18 p. (Home economics circular no. 19)

Statistics of land-grant colleges, year ended June 30, 1922; by L. E. Blauch. Washington, Government printing office, 1924. 48 p. 8°. (Bulletin, 1924, no. 6)

Statistics of public high schools, 1921-1922; prepared by the Division of statistics, Bureau of education, under the direction of Frank M. Phillips. Washington, Government printing office, 1924. 69 p. 8°. (Bulletin, 1924, no. 7)

*Advance sheets of the Biennial survey of education in the United States, 1920-1922.*

Statistics of state school systems, 1921-22. Prepared in the Division of statistics of the Bureau of education, under the direction of Frank M. Phillips. Washington, Government printing office, 1925. 42 p. 8°. (Bulletin, 1924, no. 31)

*Advance sheets of the Biennial survey of education in the United States, 1920-1922.*

Statistics of state universities and state colleges for year ending June 30, 1923; prepared in the Division of statistics, under the supervision of Frank M. Phillips. Washington, Government printing office, 1924. 15 p. 8°. (Bulletin, 1924, no. 26)

Statistics of teachers colleges and normal schools, 1921-1922; prepared by the Statistical division of the Bureau of education under the direction of Frank M. Phillips. Washington, Government printing office, 1924. 76 p. 8°. (Bulletin, 1924, no. 10)

*Advance sheets from the Biennial survey of education in the United States, 1920-1922.*

Statistics of universities, colleges, and professional schools, 1921-22; prepared by the Statistical division of the Bureau of education, under the direction of Frank M. Phillips. Washington, Government printing office, 1924. 161 p. 8°. (Bulletin, 1924, no. 20)

*Advance sheets from the Biennial survey of education in the United States, 1920-1922.*

A study of 260 school consolidations; by J. F. Abel. Washington, Government printing office, 1925. 39 p. 8°. (Bulletin, 1924, no. 32)

Take no risks; by J. F. Abel. Washington, Government printing office, 1924. 5 p. (Rural school leaflet no. 31)

Technique of procedure in collegiate registration; by George T. Avery. Washington, Government printing office, 1924. 26 p. 8°. (Bulletin, 1924, no. 22)

- Titles of completed research from home economics departments in American colleges and universities, 1918-1923. Washington, Government printing office, 1924. 14 p. (Home economics circular no. 18)
- The trend of college entrance requirements, 1913-1922; by Harry Charles McKown. Washington, Government printing office, 1925. 172 p. tables. (Bulletin, 1924, no. 35)
- A type rural high school, Mount Vernon Union high school, Skagit county, Washington; by C. A. Nelson and E. E. Windes. Washington, Government printing office, 1924. 36 p. 8°. (Bulletin, 1924, no. 4)
- Types of courses of study in agriculture, adapted to grades 7 and 8 of elementary rural schools or rural junior high schools; by E. E. Windes. Washington, Government printing office, 1924. 35 p. (Rural school leaflet no. 26)
- Visual education departments in educational institutions; by A. P. Hollis. Washington, Government printing office, 1924. 36 p. 8°. (Bulletin, 1924, no. 8)
- What every teacher should know about the physical condition of her pupils; by James Frederick Rogers. Washington, Government printing office, 1924. 23 p. 8°. (Health education no. 18)









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DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

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BULLETIN, 1926, No. 15

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RECORD  
OF CURRENT EDUCATIONAL  
PUBLICATIONS

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COMPRISING PUBLICATIONS  
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**CONTENTS.**—Educational history and biography—Current educational conditions—International aspects of education—Educational theory and practice—Educational psychology; Child study—Educational sociology—Psychological tests—Educational tests and measurements—Educational research—Individual differences in pupils—Special methods of instruction and organization—Special subjects of curriculum—Kindergarten and pre-school education—Elementary education—Rural education—Secondary education—Junior high schools—Teacher training—Teachers' salaries and professional status—Higher education—Junior colleges—Federal Government and education—School administration—Educational finance—School management—Curriculum making—Extra-curricular activities—School buildings and grounds—School hygiene and sanitation—Social hygiene and genetics—Mental hygiene—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral education—Religious and church education—Manual and vocational training—Vocational guidance—Workers' education—Home economics—Commercial education—Professional education—Civic education—Military education—Immigrant education—Education of women—Education of racial groups—Education of deaf—Exceptional children—Adult education—Education extension—Libraries and reading—Bureau of education: Recent publications—Periodicals represented in this Record—Index of authors.

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## NOTE

The following pages contain a classified and annotated list of current educational publications received by the library of the Bureau of Education to April 1, 1926. The last preceding list in this series of records was issued as Bulletin, 1925, No. 14, and comprised publications received by the Bureau of Education to April 1, 1925. The present bulletin accordingly lists publications received during one entire year, and forms a bibliography of education for that period.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

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## EDUCATIONAL HISTORY AND BIOGRAPHY

1. **Betha, Power W.** A decade of school progress, 1914-1924. Extension division, University of South Carolina, 1925. 82 p. incl. tables. 8°. (On cover: Bulletin of the University of South Carolina, no. 167, Sept 15, 1925.)

Bibliography: p. 82.

2. **Brown, Bello Walter.** Dean Briggs. New York and London, Harper & brothers, 1926. xii, 331 p. front., ports. 8°.

This volume is an authoritative biography of the late Dean L. R. Briggs, of Harvard university.

3. **Catapang, Vincent B.** The development and the present status of education in the Philippine Islands. Boston, Mass., The Stratford company, 1926. 4 p. l., xvii, 137 p. front. (port.) plates. 12°.
4. **Coulter, E. Merton.** A Georgia educational movement during the Eighteen hundred fifties. [Athens, Ga., 1925] cover-title, 33 p. 8°. (Bulletin of the University of Georgia, vol. xxv, no. 4 b, April 1925)  
Reprinted from The Georgia historical quarterly, vol. IX, no. 1, March, 1925.
5. **Crawford, Robert Platt.** These fifty years; a history of the college of agriculture of the University of Nebraska. Lincoln, Neb., The University of Nebraska, College of agriculture, 1925. vi p., 2 l., 175 p. front., plates. 8°. (Half-title: Circular 26 of the Agricultural experiment station, University of Nebraska)
6. **Eby, Frederick.** The development of education in Texas. With an introduction by William Seneca Sutton. New York, The Macmillan company, 1925. xv, 354 p. 8°.  
This history of the Texan school system will appeal strongly to students of educational development, both in Texas and elsewhere. It details the story from the earliest historical sources of the educational system of Texas to the present day, and analyzes the causes of the various phases of development.
7. **Forty years of education.** A symposium. Forum, 75: 442-51, March 1926.  
Contains: My boy's education, by J. J. Tigert, p. 443-44; Educational alchemy, by E. C. Moore, p. 445; In the days of discipline, by A. E. Morgan, p. 445-46; The passing of great college teachers, by F. E. Spaulding, p. 446-47; The vitality of the early home, by R. E. Vinson, p. 447-48; The junior college, by D. S. Jordan, p. 448-50; Workers' education, by J. B. S. Hardman, p. 450; An educational credo, by E. R. Smith, p. 451.
8. **George Peabody college for teachers.** The semicentennial of George Peabody college for teachers 1875-1925. The proceedings of the semicentennial celebration February 18, 19, and 20, 1925. Nashville, Tenn., George Peabody college for teachers, 1925. 188 p. plates, ports. 4°.
9. **Herrick, Cheesman A.** How Abraham Lincoln was educated. Educational review, 71: 78-86, February 1926.
10. **Kneese, Mattie Crouch.** The contributions of C. G. Memminger to the cause of education. [Columbia, S. C.] University extension division, University of South Carolina, 1926. 84 p. front. (port.) illus. 8°. (On cover: Bulletin of the University of South Carolina, no. 177, Feb. 15, 1926)
11. **Kühnemann, Alfred.** Granville Stanley Hall und der amerikanische arbeitsunterricht. Geisteskultur, 34: 385-99, September 1925.
12. **Land, F. E.** Twenty years of public school education in Georgia. Home, school, and community, 17: 3-4, December 1925.
13. **Leser, Hermann.** Das pädagogische problem in der geistesgeschichte der neuzeit. Bd. I: Renaissance und aufklärung im problem der bildung. München und Berlin, R. Oldenbourg, 1925. xi, 592 p. 8°.
14. **McNab, G. G.** The development of higher education in Ontario. Toronto, The Ryerson press [1925] 3 p. l., 267 p. 8°.  
The beginnings of higher education in Ontario are depicted in this book, and the history of certain institutions is narrated. Chapters are also included on entrance requirements in arts, and the arts curricula.
15. **Miller, Thomas C.** Fifty years of education in West Virginia. West Virginia school journal, 53: 148, 158, 184-85, 213-14, January-March 1925.  
Part I. Early educational conditions in Virginia.  
Part II. Thomas Jefferson and public education.  
Part III. The civil war and the new state.

16. **Moehlman, Arthur B.** Public education in Detroit. Bloomington, Ill., Public school publishing company, 1925. 263 p. illus. 8°.  
On cover: Public education, Detroit. Growth of city schools and American ideals.
17. **Rich, Stephen G.** Wanted: a better history of education. Educational administration and supervision, 11: 238-44, April 1925.  
Says that the better text desired will not only link education with the social order of each epoch, as do the text books of today, but will deal with classroom procedure in each, rather than in giving the extensive attention that is now given to the development of systems of administration.
18. **Robinson, James Harvey.** An introduction to the history of western Europe. II. The emergence of existing conditions and ways of thinking. Completely revised and enlarged ed. Boston, New York [etc.] Ginn and company [1926] x, 586 p., xxviii p. maps. 8°.  
This volume, which relates mainly to the development and spread of European civilization during the past two centuries, includes a concise survey of the growth of knowledge, as well as the political and economic changes. Among the subjects handled are the new methods of studying the mind, importance of childhood, and the problems of education.
19. **Rosenberger, Jesse Leonard.** Rochester and Colgate; historical background of the two universities. Chicago, The University of Chicago press [1925] vii, 173 p. front. 12°.
20. **Seybolt, Robert Francis.** The evening school in colonial America. Urbana, The University of Illinois, 1925. 68 p. 8°. (Illinois. University.] College of education. Bureau of educational research. Bulletin no. 24).  
On cover: University of Illinois bulletin, vol. xxii, no. 31.
21. ——— Notes on the curriculum in colonial America. Journal of educational research, 12: 275-81, 370-78, November-December 1925.
22. ——— Source studies in American colonial education; the private school. Urbana, The University of Illinois, 1925. 109 p. 8°. (On cover: University of Illinois bulletin, vol. xxiii, no. 4, Sept. 28, 1925. Bureau of educational research. College of education. Bulletin no. 28)
23. **Thomason, John Furman.** The foundations of the public schools of South Carolina. Columbia, S. C., The State company, 1925. 237 [1] p. 12°.
24. [Thorndike, Edward Lee] In honor of Edward Lee Thorndike, on his twenty-fifth anniversary as professor in Teachers college. February 1901-February 1926. Teachers college record, 27: 458-86, February 1926.  
Includes portrait, biographical sketch, bibliography of publications, and appreciations by various writers and eminent educators.
25. **Western Reserve university, Cleveland, O.** One hundred years of Western Reserve, published as a part of the observance of the centennial of the founding of Western Reserve academy and college, April 26, 1826, at Hudson, Ohio. Hudson, O., The James W. Ellsworth foundation, 1926. 52 p. front., illus., ports. 8°.

## CURRENT EDUCATIONAL CONDITIONS

## GENERAL AND UNITED STATES

26. **Maryland state teachers' association.** Annual meeting . . . Baltimore, Md., November 27 and 28, 1925. 104 p. 8°.  
Contains: 1. Frank J. Goodnow: Some modern tendencies in higher education, p. 15-28. 2. John L. Stenquist: Some things research is showing, p. 29-33. 3. N. S. Light: Some problems of curriculum making, p. 52-64.

27. **National education association of the United States.** Addresses and proceedings of the sixty-third annual meeting, held at Indianapolis, Ind., June 28-July 3, 1925. Washington, D. C., National education association, 1925. 1092 p. 8°.

This volume contains the addresses made before the general sessions, the National council of education, and the following departments: adult education, business education, classroom teachers, deans of women, elementary school principals, kindergarten education, music education, rural education, school health and physical education, science instruction, secondary school principals, superintendence, visual instruction, and vocational education.

28. ——— **Department of superintendence.** Official report, Washington, D. C., February 21-25, 1926. [Washington, D. C., National education association, 1926] 256 p. 8°.

A preprint of a section of Vol. 64 of the Addresses and Proceedings of the National education association.

Contains: 1. J. J. Tigert: The objectives of elementary education, p. 11-19. 2. Calvin Coolidge: Washington's birthday address, p. 40-47. 3. J. E. Russell: The scientific movement in education, p. 53-62. 4. C. O. Davis: Provision for individual differences among pupils in the junior high school, p. 112-23. 5. C. H. Judd: The principal as a supervisor of classroom teaching, p. 159-65. 6. E. E. Oberholtzer: Effective methods of supervision as developed through research in curriculum reconstruction, p. 166-75. 7. Worth McClure: The new technique of cooperative supervision, p. 176-85.

29. **New York (State) University. Convocation.** Proceedings of the sixty-first convocation of the University of the State of New York, Albany, N. Y., October 15-16, 1925. [Albany] University of the State of New York press, 1926. 128 p. 8°. (University of the State of New York bulletin, no. 844, January 15, 1926.)

Contains: 1. Livingston Farrand: Medical education and the protection of the public, p. 9-13. 2. T. F. Green: Commercializing the professions, p. 14-28; Discussion, by S. P. Capen, p. 28-41. 3. R. H. Fife: A study of the modern foreign languages as a curriculum subject, p. 55-66. 4. R. B. Farnum: Status of fine arts teaching in high schools, p. 79-82. 5. P. W. Dykema: The status of the teaching of music in the high schools, p. 82-87. 6. D. C. Bliss: The philosophy underlying the platoon school organization, p. 89-96. 7. C. L. Spain: The organization and administration of a platoon school, p. 96-101. 8. W. H. Holmes: The platoon school and the individual child, p. 101-107.

30. **Schoolmen's week, University of Pennsylvania.** Twelfth annual schoolmen's week proceedings, March 26-28, 1925. Philadelphia, University of Pennsylvania, 1925. 404 p. 8°.

Contains: 1. J. M. Berkey: Scope and function of extension schools, p. 63-70. 2. A. W. Castle: A state program of extension education, p. 70-77. 3. LeRoy A. King: Financial findings and recommendations of the survey report on appropriations and subsidies for education in Pennsylvania, p. 100-14. 4. C. R. Foster: The plan and purpose of the junior high school, p. 123-31. 5. Francis N. Maxfield: Relation of pre-school care and training to later school progress, p. 129-42. 6. Jessie Taft: Early conditionings of personality in the pre-school child, p. 144-50. 7. F. B. Haas: An analysis of the educational budget and the developing financial needs of education, 1925-27, p. 157-65. 8. Anne S. Davis: The organization of vocational guidance in a city school system, p. 166-77. 9. Helen Parkhurst: The Dalton laboratory plan, p. 197-205. 10. A. J. Stoddard: Adaptation of individualized instruction to a small high school system, p. 206-209. 11. E. E. Windes: Possibilities of individualized instruction in small high schools, p. 209-16. 12. Lucy L. W. Wilson: The Dalton plan: its ancestry and its evolution, p. 216-22. 13. J. C. Chapman: The use of achievement tests in diagnosis of instruction, p. 245-51. 14. F. W. Johnson: Supervision of instruction in the high school, p. 277-84. 15. William Yeager: Diagnosis and remedial measures in arithmetic, p. 296-305.

31. **Boston (Mass.) Public schools.** Report of a survey of the Boston public school system by a council of classroom teachers. In its Annual report of the superintendent, October 1925. Boston, Printing department, 1925, p. 100-188.

32. **Brown, E. E.** A statistical survey by counties of education in Oklahoma, 1925. M. A. Nash, state superintendent of public instruction. [Oklahoma City, 1925] 62 p. incl. tables, diags. 8°. (Oklahoma. Dept. of education. Bulletin no. 110)

Thesis (M. A.)—University of Oklahoma.

33. **Buttrick, Wallace.** Education in the new South. American review of reviews, 73: 365-67, April 1926.
34. **Carnegie foundation for the advancement of teaching.** Twentieth annual report of the president and of the treasurer. New York City, 1925. 241 p. 8°.  
 Contains: 1. Some contrasts between American and Canadian legal education, p. 37-67. 2. The study of dental education, p. 68-79. 3. The quality of the educational process in the United States and in Europe, p. 84-117. 4. The study of English, p. 118-31. 5. College athletics, p. 132-36. 6. Pension systems and pension legislation, p. 139-71.
35. **Colorado state teachers college.** Report of the school survey and educational program for Fort Lupton, Colorado, school year 1924-25. Prepared by the Fort Lupton, Colorado, school staff organized as an extension class of Colorado state teachers college and the Bureau of educational surveys, Harry S. Ganders, director. Department of education, Colorado state teachers college, Greeley, Colo. [Greeley, Colo., The College, 1925] cover-title, viii, 97 p. front., illus., tables, diags. 8°. (Colorado state teachers college bulletin, ser. xxv, no. 3)
36. **Columbia university. Teachers college. Institute of educational research. Division of field studies.** Report of the survey of Tampa, Florida, made by the Institute of educational research, Division of field studies, Teachers college, Columbia university. George D. Strayer, director. New York city, Bureau of publications, Teachers college, Columbia university, 1926. xxv, 308 p. incl. tables, diags. 8°. (School survey series)
37. ———— Report of the survey of the schools of the town of Hammonton, New Jersey. School year 1925-1926. New York city, Bureau of publications, Teachers college, Columbia university, 1926. xii, 132 p. incl. tables, diags. 8°. (School survey series)
38. **Counts, George S.** Education in the Philippines. Elementary school journal, 26: 94-106, October 1925.  
 Says that one of the great needs in Philippine education, as in American education, is "the application of scientific methods to the problem of developing a school system and a curriculum that take into account the conditions under which people live."
39. **Coursault, Jesse H.** Impressions of the character and outstanding needs of public education in Hawaii. Hawaii educational review, 14: 1-3, September 1925.  
 A reprint, through the courtesy of the Honolulu Advertiser, of an interview with the author, at the close of his six weeks of lecturing and teaching in the Territorial normal school, summer session.
40. **Cubberley, Ellwood P.** Why education in America is difficult. Oregon state teachers association quarterly, 8: 24-28, March 1926.
41. **Educational advancement abroad, with an introductory essay.** London [etc.] G. G. Harrap & co., ltd. [1925] 199 [1] p. 12°.  
 CONTENTS: World-education: Some general movements, by F. J. C. Hearnshaw.—The democratic movement in French education, by C. Brereton.—Reforms in Austria, by M. C. Schmid-Schmidfelden.—Advancement of education in the United States, by Sir John Adams.—Reforms in Holland, by P. A. Diels.—Recent advances in Canada, by E. A. Hardy.—Scandinavia, by Per Skantz.—Germany, by Elizabeth Rotten.—Educational reforms in Italy, by Piero Rebera.—Japan, by J. H. Nicholson.—Recent developments in Australia, by E. R. Garnsey.—India, by M. R. Paranjpe.
42. **Fulk, Joseph E. and others.** A study of the Alachua public schools, Alachua, Florida. Gainesville, The University of Florida, Teachers college [1925] 109 p. incl. tables, diags. 8°. (On cover: Florida. University. Teachers college. University record, vol. xx, no. 1. June, 1925. Extra no. 2)

43. **Gerhard, E. S.** What is the matter with the public schools? *Education*, 46: 453-68, April 1926.

A plea for more individual creation; for more study and less superficiality. The writer criticizes commercialism in education.

44. **Gummere, Richard M.** Education tosses in its sleep. *Forum*, 75: 60-68, January 1926.

Discusses the difference between the educational standards of today and those of forty years ago.

45. **Illinois educational commission.** Report of the Illinois educational commission to the Governor and fifty-fourth general assembly of the state of Illinois, as authorized by the fifty-third general assembly. Printed by authority of the state of Illinois. Springfield, Ill., 1925. 62 p. incl. tables, diags. 12°.

46. **Jensen, George C.** A study of the working of the Eureka school plan. Eureka, Calif. [1926] 35 [1] p. incl. diags. 12°. (Redwood chips, issued by Eureka Chamber of commerce, vol. 3, no. 11, May 1, 1926)

47. **Louisiana teachers' association. Research committee.** Inequalities in educational opportunity in Louisiana. Issued by the Louisiana teachers' association. [n. p.,] 1926. cover-title, p. 29-76. incl. tables, charts. 8°.

48. **McAndrew, William.** National educational problems. *School and society*, 22: 437-39, October 3, 1925.

A summary of the chief problems in the educational world today, as submitted by a number of prominent educators.

49. **Mims, Edwin.** Intellectual progress in the South. *American review of reviews*, 73: 367-70, April 1926.

50. **Mississippi. Survey commission.** Public education in Mississippi; report of a study of the public education system conducted by Prof. M. V. O'Shea, director, with the co-operation of state superintendent W. F. Bond, Prof. Franklin Bobbitt, President Harold W. Foght, Miss Emeline S. Whitcomb, Mrs. Lewis H. Yarborough, Prof. David Snedden, Prof. V. G. Martin, Dean Oliver A. Shaw, Dean Nellie S. Keirn. [Jackson] Jackson printing company [1925] viii, 362 p. 8°.

51. **National education association. Research division.** Taking stock of the schools. Washington, Research division of the National education association, 1925. 103 p. charts, tables. 8°. (Research bulletin, vol. III, no. 3, May, 1925)

Contains: Are the schools costing too much, p. 77-90. Are the schools getting results, p. 91-96. Selected references for American education week, p. 100-103.

52. **Newlon, Jesse H.** Educational outlook at the end of the first quarter of the twentieth century. *School and society*, 22: 89-96, July 25, 1925.

This paper discusses such subjects as educational research, curriculum revision, public education, school and home, etc.

53. **Pasadena, Calif. City schools.** Thirty-eighth annual report . . . 1924-1925. Pasadena, Calif. [1926] 156 p. 8°.

The report of the bureau of research and service contains, (1) the results of studies made to ascertain the relation of college achievement to trait ratings in high school, (2) personnel study of junior college freshmen, (3) the relation of intelligence to vocabulary and to language training, etc.

54. **Pennsylvania. Department of public instruction.** Educational surveys; appropriations and subsidies, high schools, normal schools, rural schools, teachers' institutes. Reports of the committees appointed by Gifford Pinchot, governor. [Harrisburg, The Telegraph printing co., 1925] xv, 398 p. incl. tables. 8°.

55. **Philippine Islands. Board of educational survey.** A survey of the educational system of the Philippine Islands; by the board of educational survey, created under acts 3162 and 3196 of the Philippine legislature. Manila, Bureau of printing, 1925. xviii, 677 p. front. (map), plates, tables, diagrs. (partly fold.) 8°.
- Dr. Paul Monroe, Teachers College, Columbia university, director of the survey. The report of the educational survey commission covers the field comprehensively, dealing with elementary, secondary, and higher education, physical education, teacher training, measurement of the results of instruction, general administration, finance, and private schools. A series of constructive suggestions are presented for the improvement of the Philippine school system.
56. **Russell, James Earl.** The school of to-day. Peabody journal of education, 3: 185-89, January 1926.
57. **Sargent, Porter.** A handbook of American private schools; an annual survey. Tenth ed., 1925-26. Boston, Mass., Porter Sargent [1926] 1084 p. illus. 8°.
- Besides the directory of schools, this annual contains the usual review of the school year, and sections on internationalized education, getting into college, and recent educational books.
58. **Sixty educational books of 1925.** Journal of the National education association, 15: 57-60, February 1926.
- A similar annotated list is to be prepared annually by the Youngstown (Ohio) public library for the American library association.
59. **Some of our educational problems.** School and community, 11: 373-75, October 1925.
- Answers to questionnaire on this subject from school people.
60. **Texas educational survey commission.** Texas educational survey report. Vol. I-VIII. Austin, Tex., Texas educational survey commission, 1924-25. 8v. plates, tables, diagrs. 12°.
- George A. Works, director for Commission.
- CONTENTS: v. I. Organization and administration [by] G. A. Works [and others]—v. II. Financial support [by] B. F. Pittenger [and] G. A. Works.—v. III. Secondary education [by] C. H. Judd.—v. IV. Educational achievement: Pt. I [by] P. J. Krusa. Pt. II [by] Helen L. Koch [and] Rieta Simmons.—v. V. Courses of study and instruction: City schools [by] Margaret E. Noonan. Country schools [by] O. G. Brim. Reading in the four upper grades [by] C. T. Gray.—v. VI. Higher education [by] L. D. Coffman, C. M. Hill, F. J. Kelly, G. F. Zook, [and] G. A. Works.—v. VII. Vocational education: Agricultural education [by] N. E. Fitzgerald. Home economics education [by] Stella Palmer. Trade and industrial education [by] B. W. Johnson.—v. VIII. General report [by] G. A. Works.
61. **Trabue, Marion B.** The South's challenge to university men. Social forces, 4: 293-301, December 1925.
62. **Tugman, Orin.** The scientific spirit in modern education. Utah educational review, 19: 168, 195-97, January 1926.
63. **Vermont. State board of education.** Public schools of Vermont and their improvement, issued by the state board of education. St. Albans, Vt., The Messenger press, 1925. 69 p. illus. 8°. (Bulletin no. 1, 1925)
64. **Washburne, Carleton; Vogel, Mabel and Gray, William S.** A survey of the Winnetka public schools under a subvention from the Commonwealth fund. Bloomington, Ill., Public school publishing company, 1926. 135 p. incl. tables, diagrs. 8°.
65. **Willett, Herbert L.** The place of the scholar in American life. South Dakota education association journal, 1: 294-98, January 15, 1926.

This "Post-convention" number contains the proceedings of the Association.



## FOREIGN COUNTRIES

*Canada*

66. **British Columbia.** Education department. Survey of the school system, by J. H. Putman . . . and G. M. Weir. Victoria, B. C., Printed by Charles F. Banfield, 1925. xi, 556 p. incl. tables, diagrs. fold. map. 8°.
67. **Law, Florence B.** Education in Canada: Some impressions of a recent visit. *Journal of education and School world*, 57: 762-63, November 1925.
68. **Sheridan, Marion C.** The promise in Canadian secondary education. *Educational review*, 69: 202-8, April 1925.

*Mexico*

69. **Beals, Carleton.** Frontier teachers. *Bulletin of the Pan-American union*, 59: 443-52, May 1925. illus.  
 Today, in Mexican education, the government is concerning itself, for the first time, in the education of the rural and native population.
70. **Simpich, Frederick.** Mexico starts to school. *Independent*, 116: 64-66, January 16, 1926.

*Cuba*

71. *Revista de instruccion publica, publicacion mensual, organo oficial de la Secretaria de instruccion publica y bellas artes.* Año I, no. 1 extra. October 1925. Habana, Cuba, R. Veloso y Cia., Libreria "Cervantes," Av. de Italia 62. 499 p. plates, tables, diagrs. 8°.

Special volume describing following branches of education: Primary, secondary, private, higher, professional, education of women, kindergarten, home economics, national library, school of arts and trades of Havana, physical education, etc.

*South America*

72. **Brainerd, Heloise.** Courses of study in South American universities. *Bulletin of the Pan American union*, 59: 914-20, September 1925.

*Great Britain*

73. **Armour, W. S.** School examinations and the universities: Northern Ireland. *Journal of education and School world* (London), 57: 759-61, November 1925.
74. **Bailey, C. W.** The northern universities. *Journal of education and School world* (London), 57: 305-7, May 1925.  
 Discusses the work of the Joint matriculation board of the Universities of Manchester, Liverpool, Leeds, Sheffield, and Birmingham, England.
75. **Ballard, P. B.** Primary schools [of Great Britain]. *Journal of education and School world* (London) 58: 99-101, February 1926.
76. **Barker, W. E.** The teachers (superannuation) bill. *Nineteenth century*, 97: 794-808, June 1925.

Conditions in England described.

77. **Foat, Stephen H.** Public schools. *Nineteenth century*, 99: 161-70, February 1926.  
 A review of the English public schools during the last twenty-five years.
78. **Harvey, T. Edmund.** The next step in educational reform. *Contemporary review*, 78: 480-88, October 1925.

Conditions in England described. Advocates "a general measure of compulsory continued education for children between 14 and 16, and, at an early date, 18, with the option in rural districts of short continuous courses for fixed periods, instead of part-time classes throughout the year." Recommends also an extension of secondary schools.

79. **Hey, Spurley.** Central and similar schools. *Journal of education and School world*, 58: 173-75, March 1926.  
Discussion of educational conditions in England.
80. **Humberstone, Thomas Lloyd.** University reform in London. With an introduction by H. G. Wells. London, G. Allen & Unwin Ltd. [1926] 192 p. front., plates. 12°.
81. **King, H. C.** Private and preparatory schools. *Journal of education and School world* (London), 58: 251-54, April 1926.  
Conditions in England described.
82. **Paterson, A. C.** Examinations in Scotland. *Journal of education and School world*, 57: 691-94, October 1, 1925.  
Examinations for secondary and higher institutions described.
83. **Thomas, E. E.** Durham university. *Journal of education and School world*, 57: 389-92, June 1925.  
Discusses the curriculum and examinations of Durham university, England.
84. **Wilkins, Harold T.** Great English schools. With eighteen wood engravings by H. George Webb. London, Noel Douglas [1925] xv, 17-320 p. illus. 12°.
85. **The Yearbook of the universities of the Empire, 1925.** Ed. by W. H. Dawson and pub. for the Universities bureau of the British Empire. London, G. Bell and sons, ltd., 1925. xii, 808 p. 12°.

#### *Austria*

86. **Kober, Johann.** Das oesterreichische schulwesen der gegenwart. Breslau, Ferdinand Hirt, 1925. 128 p. tables. 12°. (Jedermanns bücherei, hrsgb. von August Messer).
87. **Meyer, Adolph E.** Education in republican Austria. *School and society*, 22: 453-57, October 10, 1925.  
The author states that there can be no question that Austria from the educational standpoint is on the road to progress and democracy.

#### *Germany*

88. **Boelitz, Otto.** Der aufbau des preussischen bildungswesens nach der staatsumwälzung. 2. durch. auf. Leipzig, Quelle & Meyer, 1925. 4 p. L., 224 p. tables, diagrs. 8°.
89. **Hellpach, Willy.** Die wesensgestalt der deutschen schule. 2. auf. Leipzig, Quelle & Meyer, 1926. viii, 185 p. 12°.
90. **Kerschensteiner, Georg.** Das öffentliche unterrichtswesen in Deutschland und in den Vereinigten Staaten. *Pädagogisches zentralblatt*, herausgegeben vom Zentralinstitut für erziehung und unterricht, Langensalza, 6: 1-13, heft 1, 1926.
91. **Meyer, Adolph E.** Germany's state and church struggle for school control. *Current history*, 23: 817-21, March 1926.  
Says: "Historically speaking the struggle between church and state for school control which has been disturbing Germany for the past seven years is an outgrowth of the various attempts to put into effect some of the educational and religious articles of the Federal constitution."

#### *Italy*

92. **Marraro, Howard B.** Education in Italy under Mussolini. *Current history*, 23: 705-9, February 1926.
93. **Meyer, Adolph E.** Education in modern Italy. *School and society*, 22: 96-99, July 25, 1925.  
Notes the changes and the trends in education in Italy today.

*Poland*

94. **Orr, William.** Elementary and secondary education in Poland. *School and society*, 21: 684-86, June 6, 1925.

A part of the information is taken from a letter from Dr. Tadeusz Lopuzanski, vice-minister of education.

*Russia*

95. **High, Stanley.** "Knowledge for the people" in Russia. How the Communist party strives to achieve Lenin's ideal of proletarian culture. *Asia*, 25: 832-36, 885-89, October 1925. illus.

Discusses workers' education; declares that in pre-war Russia education was reserved for the aristocracy, but now the favored classes come from the factory and farm.

96. **Kittredge, Mabel Hyde.** Everyday life and schools in Russia. *Journal of home economics*, 17: 685-93, December 1925.

97. **Russian socialistic federation of Soviet republics. People's commissariat of education.** Public education in the Russian socialistic federation of Soviet republics. Introduction by A. Lunacharsky. Moscow, 1926. 47 p. incl. ports. 12°.

At head of title: R. S. F. S. R. People's commissariat of education.

98. **Wilson, Lucy L. W.** The new schools in new Russia. *School and society*, 23: 313-24, March 13, 1926.

*Scandinavia*

99. **Bliss, Robert Woods.** University life in Sweden. *In New York (State) University. Sixtieth convocation, 1925. Proceedings.* p. 105-112.

100. **Cervin, Olof Z.** Sweden: its education and its schoolhouses. *American school board journal*, 71: 49-51, 133, November 1925. illus.

101. **Hart, Joseph K.** The plastic years: how Denmark uses them in education for life. *Survey*, 56: 5-9, April 1, 1926.

A description of the Danish "folk high schools."

102. **Hollman, A. H.** High-school service for national welfare. *Educational review*, 69: 231-36, May 1925.

Concluding number of series begun in March 1925. Discusses the methods of teaching history and literature, natural sciences and mathematics in Denmark.

*Spain*

103. **Carter, W. H.** The progress of education in Spain. *Journal of education and School world*, 58: 18, 20, 22, January 1926.

*Asia*

104. **Akagi, Roy Hidemichi.** The educational system in Japan. Issued by the Japanese students' Christian association in North America. New York city, 1926. 48 p. 8°. (J. S. C. A. pamphlets ser. 1, no. 2)

105. **Balme, Harold.** Educational progress under the Chinese republic. *Nineteenth century*, 99: 538-47, April 1926.

Shows influence of missionary schools, and the growing influence of men and women who have completed their education abroad.

106. **Conference on Christian education in China, New York city, 1925.** Chinese Christian education; a report of a conference held in New York city, April 6th, 1925, under the auspices of the International missionary council and the Foreign mission conference of North America. New York, 1925. 103 p. 8°.

7. **Edmunds, Charles Keyser.** Education in China. American review of reviews, 72: 73-82, July 1925. illus.

The writer was president of Canton Christian college from 1907 to 1924 and thinks that "from most points of view education underlies the solution of China's problems"

8. **Malvin, A. Gordon.** Student self-government run mad. Educational review, 71: 142-44, March 1926.

A discussion of educational affairs in China.

9. **Tagore, Rabindranath.** My school in India. Journal of the National education association, 15: 79-80, March 1926.

10. **Twiss, George Bansom.** Science and education in China; a survey of the present status and a program for progressive improvement. Published under the auspices of the Chinese national association for the advancement of education, Peking, China. Shanghai, China, The Commercial press, limited, 1925. ix, 361 p. tables. 12°.

Although this survey related primarily to science and science education, the writer says that it brought to his knowledge information which led him inevitably to see the science-teaching problems from the background of the entire school system and the conditions under which that system is working. Doctor Twiss makes constructive suggestions for the improvement of the Chinese school system.

#### *Africa*

11. **Arminjon, Pierre and Crabitte, Pierre.** Al Azhar university. Nineteenth century, 98: 540-49, October 1925.

Describes the famous old Mohammedan university at Cairo, Egypt.

12. **Jones, Thomas J.** East Africa and education. Southern workman, 54: 249-53, June 1925.

### INTERNATIONAL ASPECTS OF EDUCATION

113. **Aiken, Wilford M.** The teacher and world peace. High school teacher, 1: 278-79, October 1925.

"To change the tradition and custom of war is an enormous task."

114. **Columbia university. Teachers college. International institute.** Educational yearbook of the International institute of Teachers college, Columbia university. 1924. Ed. by I. L. Kandel. New York, The Macmillan company, 1925. xiv, 650 p. tables. 8°.

Contains two parts: part I, Educational developments throughout the world in 1924; part II, The problem of method, developed in England, Germany, United States, and The new education movement.

115. **Cooperation with Latin-American universities.** Bulletin of the American association of university professors, 12: 114-17, February-March 1926.

The report of Committee L, of which Mr. L. S. Rowe was chairman.

116. **Delaware. University. Faculty committee on foreign study plan.** Announcement of undergraduate courses in France 1925-1926, with notes on the origin and purpose of the plan. Newark, Del., University of Delaware, 1925. 35p. 8°.

117. **Dilnot, Frank.** New British scholarships in America. Forty picked graduates to study in American universities. American review of reviews, 72: 310-11, September 1925.

Describes the work of the Commonwealth fund, incorporated in 1918, by Mrs. Stephen V. Harkness, "which will do for Britain on a wider scale what the Rhodes scholarships have done for Americans."

118. **Dotation Carnegie pour la paix internationale. Direction des relations et de l'éducation.** Enquête sus les livres scolaires d'après guerre. vol. 1. France, Belgique, Allemagne, Autriche, Grande Bretagne, Italie, Bulgarie. 2e éd. Paris, Centre Européen de la dotation Carnegie, 1925. 452 p. 8°.

119. **Downing, E. Estelle.** International good will through the teaching of English. *English journal*, 14: 675-85, November 1925.
120. ——— What English teachers can do to promote world peace. *American schoolmaster*, 18: 160-67, April 1925.
121. **Eagleton, Clyde.** Linking the nations by educational contacts. *Current history*, 22: 770-74, August 1925.  
Discusses efforts to establish an international university.
122. The foreign student in America. A study by the commission on survey of foreign students in the United States of America, under the auspices of the friendly relations committee of the Young Men's Christian Association and the Young Women's Christian Association; ed. by W. Reginald Wheeler, Henry H. King, and Alexander B. Davidson. New York, Association press, 1925. xxiv, 329 p. tables, fold. map. 8°.  
The first part of this survey report deals with the general history of student migrations, the backgrounds, political and religious, of the students who came to America, and the influence and careers of students who have returned to their homelands after study abroad. Chapters follow relating to the foreign students' contacts with American life and with the American college, and giving special attention to the conditions which the approximately 1,500 women students face in this country and the results.
123. **Gayley, C. M.** Annual report of the British division of the American university union. *Educational record*, 6: 311-38, October 1925.
124. **Institute of international education.** Fellowships and scholarships open to American students for study in foreign countries. New York, 1925. 62 p. 8°. (On cover: Bulletin no. 1, 6th ser.)
125. ——— Fellowships and scholarships open to foreign students for study in the United States. New York, 1925. 70 p. 8°. (On cover: Bulletin no. 2, 6th ser.)
126. **International educational relations of the United States.** *Educational record*, 6: 91-150, April 1925.  
The American council on education presents a list of organizations interested in international educational relations, with short sketches of their activities, and names of officers. This list was prepared by David A. Robertson.
127. **Kandel, I. L.** International understanding and the schools. *Chicago schools journal*, 8: 18-21, September 1925.  
Discusses what the schools can do to promote international understanding.
128. **Lancaster, H. Carrington.** Annual report of the Continental division of the American university union. *Educational record*, 6: 298-310, October 1925.
129. **Lingo, William B.** World peace through education. *Educational review*, 70: 128-33, October 1925.  
Presents plan for world peace through education, which shall be caused to function through an organization established by general convention.
130. **Lobingier, John Leslie.** Projects in world-friendship. Chicago, The University of Chicago press [1925] xv, 177 p. front., illus. 16°. (The University of Chicago publications in religious education, ed. E. D. Burton, S. Mathews, T. G. Soares.)
131. **Locke, Bessie.** Internationalism through the kindergarten. *Kindergarten and first grade*, 11: 5-10, November 1925. illus.
132. **Luckey, G. W. A.** The International education research council and world bureau of education. *School and society*, 22: 121-27, August 1, 1925.
133. **MacCracken, Henry Noble.** Higher education and international cooperation. *School and society*, 22: 190-96, August 15, 1925.  
Read before the Universities section of the World federation of educational associations, Edinburgh, July 22, 1925.

134. **McKinney, James.** The International teachers' meeting of 1925. Industrial education magazine, 27: 143-44, November 1925.
135. **Boehm, A. J.** The National bureau of educational correspondence. Modern language journal, 10: 39-41, October 1925.  
This bureau is located at Peabody college, Nashville, Tenn.
136. **Scott, Jonathan French.** The menace of nationalism in education. London, G. Allen & Unwin, Ltd. [1926] 223 p. 12°.  
Also published in the United States by the Macmillan company, New York.

## EDUCATIONAL THEORY AND PRACTICE

137. **Barr, A. S.** Scientific analysis of teaching procedures. Journal of educational method, 4: 360-71, May 1925.  
This discussion is to indicate the general types of evidences necessary to good procedures in teaching; application of scientific methods to the study of each of these aspects; and the organization of the results of investigations into objective outlines.
138. **Bode, B. H.** The need of a new program in education. American review, 3: 527-36, September-October 1925.  
"When our educational systems become imbued with a humane social ideal, our social development will rival our material development and man will no longer be the creature but the master of his environment."—Author
139. **Broome, Edward C.** The methods of teaching in American schools. Current history, 22: 366-73, June 1925.  
Emphasizes the needed changes—the curriculum of the public schools.
140. **Campagnac, E. T.** Education in its relation to the common purposes of humanity. London, Sir I. Pitman & sons, Ltd., 1925. vii, 171 p. 12°.
141. **Coolidge, Calvin.** America's need for education, and other educational addresses. Boston, New York [etc.] Houghton Mifflin company [1925] viii, 87 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)  
The address on America's need for education, which gives the title to this collection, was delivered before the National education association at Washington, D. C., July 4, 1924. The book also contains three other addresses as follows: The needs of education (1922), Thought the master of things (1921), The things that are unseen (1923). Papers included comprise a proclamation for American education week, 1924; a letter to the mayor of Boston, 1919, concerning teachers' salaries; a letter on the inauguration of President Olds of Amherst college, 1924.
142. **Cubberley, Ellwood P.** An introduction to the study of education and to teaching. Boston, New York [etc.] Houghton Mifflin company [1925] xix, 476 p. illus., plans, diags. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)  
The author sees a present need in the college and normal school curriculum for a general introductory survey course in education, and presents this volume as a textbook for such a course.
143. **Davis, Ada E.** H. G. Wells on education. Education, 46: 72-95, October 1925.  
A review of Wells' educational theories as expressed in his various books.
144. **Edwards, A. S.** The fundamental principles of learning and study. Rev. ed. Baltimore, Warwick & York, inc., 1925. 255 p. diags. 12°.  
The especial aim of this book is to show how the results of general and experimental psychology and of allied sciences can be put into practical use by the teacher and the student in the problems of learning and of study.
145. **Gruenberg, Benjamin C.** Scientific education as a defense against propaganda and dogma. Journal of educational method, 5: 94-101, November 1925.
146. **Handsaker, Lois M.** Important educational experiments in modern times. Extension monitor (University of Oregon) 13: 3-11, 19, October 1925.  
Discusses briefly the Platoon plan, Dalton plan, Winnetka plan, etc.

147. **Heinmiller, Louis E.** A first book in education. New York & London, The Century co., 1925. x, 277 p. 12°. (The Century education series)
148. **Hill, Robert E.** Motivation as an aid for teaching. American journal of nursing, 26: 135-39, February 1926.
149. **Kilpatrick, William Heard.** Foundations of method. Informal talks on teaching. New York, The Macmillan company, 1925. xi, 388 p. 8°. (Brief course series in education, ed. by Paul Monroe.)

Not the details of specific method procedures, but rather the principles on which method in general may be founded, are presented in this volume. It recognizes two problems of method: One, the problem of how best to learn—and consequently how best to teach—any one thing, as spelling; the other, less often consciously studied, the problem of how to treat the learning child, which is the aspect emphasized by the author. Among the topics discussed in the book are the nature and process of learning, interest, purposeful activity, meaning and thinking, and moral education.

150. **Koos, Leonard V.** A comparison of aims from elementary school to university. Educational review, 69: 176-83, April 1925.

A presentation "of what a hundred and twelve writers on education say the present aims of schooling are."

151. **Lowell, A. Lawrence.** The art of examination. Atlantic monthly, 137: 58-66, January 1926.

Mentions three objects of examinations: 1. To measure the progress of pupils; 2. As a direct means of education; 3. To set a standard for achievement.

152. **McVittie, Robert Blake.** "Train up a child..." London, John Murray, 1926. xvi, 272 p. plates. 12°.

153. **Mason, Charlotte M.** An essay towards a philosophy of education; a liberal education for all. London, Kegan Paul, Trench, Trubner & co., ltd., 1925. xxxi, 360 p. 8°.

154. **Mattfield, Henry W.** Can any good thing come out of the private school? School and society, 22: 229-34, August 22, 1925.

In favor of the private school.

155. **Miller, Harry Lloyd and Hargreaves, Richard T.** The self-directed school. New York, Charles Scribners' sons, 1925. 412 p. 8°.

156. **Mort, Paul.** Equalization of educational opportunity. Journal of educational research, 13: 90-103, February 1926.

157. **Munroe, William B.** Scientific education and unscientific democracy. Harvard graduates magazine, 34: 175-85, December 1925.

158. **Myers, Garry Cleveland.** The learner and his attitude. Chicago, New York [etc.] Benj. H. Sanborn & co., 1925. xiv, 418 p. 12°.

The available researches in the field of learning, especially the author's own investigations, are here applied to the problems of teaching and controlling conduct, with emphasis always on the standpoint of the learner.

159. **Olsson, Oscar.** Demokratiens skolväsen. I akttagelser i amerikanska skolor. Stockholm, P. A. Norstedt & söner [1926] 293 p. 12°.

Discusses the Winnetka and Dalton plans, the platoon school, the project method, etc., as operated in the United States.

160. **Rogers, Don C.** A schoolman's professional library. Educational review, 71: 157-60, March 1926.

Gives a list of educational books in the Principals' club, Chicago, Ill.

161. **Touton, Frank C.** A selected and annotated bibliography on professional books in education. California quarterly of secondary education, 1: 93-152, October 1925.

For teachers and principals of secondary schools.

162. **Trow, William Clark.** Scientific method in education. Boston, New York [etc.] Houghton Mifflin company [1925] xi, 159 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)

This book discusses the application of the scientific method to educational problems, after first giving detailed consideration to this method as it has developed in the process of the pursuit of knowledge. Preceding this discussion, the author reviews the other ways by which man has sought to acquire knowledge, beginning with the appeal to authority.

163. **Wood, Whi C.** Education to meet the needs of modern life. American physical education review, 30: 427-32, October 1925.

Presented at the convention of the American physical education association, June 22-26, 1925, Los Angeles, Cal.

### EDUCATIONAL PSYCHOLOGY; CHILD STUDY

164. **Bagley, William C.** Determinism in education; a series of papers on the relative influence of inherited and acquired traits in determining intelligence, achievement, and character. Baltimore, Warwick & York, inc., 1925. 194 p. tables. 12°.

Doctor Bagley maintains (1) that education, far from being merely an expression or concomitant of intelligence, plays a positive and indispensable rôle in the development of intelligence; and (2) that, perhaps in a limited and yet in a very real sense, education operates as an equalizing force among individuals of varying degrees of native endowment, resulting in a "leveling-up" process. An appendix includes ratings of the several States on a number of measures—such as economic efficiency, the production of leaders, intelligence, morality, and criminality—as well as revised ratings of State school systems.

165. **Breitwieser, J. V.** Psychological education; a presentation of the principles and applications of educational psychology. New York, Alfred A. Knopf, 1926. viii, 250 p. illus. 12°.
166. **Coriat, Isador H.** The psycho-analytic approach to education. Progressive education, 3: 19-25, January-February-March 1926.

The education of children, and the controversies concerning it, the author contends, may be cleared up by the psychoanalysis method.

167. **Courtis, Stuart Appleton.** Why children succeed; a study of the factors conditioning the progress of children in school, and of the problems that must be solved before the relationships between the factors and school success can be reliably determined. Detroit, Mich., Courtis standard tests [1925] 271 p. tables, diags. 8°.

This study goes to prove that boys within the age range and school conditions studied succeed in their school work to different degrees primarily because of differences in the maturity or development factor best represented by age.

168. **De Lima, Agnes.** Our enemy the child. New York, New Republic, inc., 1925. 4 p. l., 288 p. 12°.
169. **Doughton, Isaac.** Fitting the unfit. Educational review, 71: 91-95, February 1926.

Says that the problem of the school becomes distinctly one of individual study; that the function of tests and examinations of any kind should be diagnostic.

170. **Douglas, O. B.** The present status of the introductory course in educational psychology in American institutions of learning. Journal of educational psychology, 16: 396-408, September 1925.

Gives a list of institutions replying to questionnaire, and tables giving names of textbooks in use, etc.

171. **Edwards, Austin Southwick.** The psychology of elementary education. Boston, New York [etc.] Houghton Mifflin company, 1925. xvi, 333 p. 12°.



172. **Eng, Helga.** Experimental investigations into the emotional life of the child compared with that of the adult. Tr. by George Morrison. London [etc.] H. Milford, Oxford university press, [1925] vi, 243 p. incl. tables. 9 fold. pl. 8°.
173. **Fox, Charles.** Educational psychology; its problems and methods. New York, Harcourt, Brace & company, inc.; London, K. Paul, Trench, Trubner & co., ltd. [1925] xiii, 380 p. 8°. (International library of psychology, philosophy and scientific method)
174. **Furley, Paul Hanly.** The gang age; a study of the preadolescent boy and his recreational needs. New York, The Macmillan company, 1926. xiii, 189 p. diags. 12°.
175. **Heck, Arch O.** A study of child-accounting records. Columbus, O., The Ohio state university [1925] xvi, 245 p. incl. tables. 8°. (On cover: The Ohio state university. University studies, vol. II, no. 9, Nov. 16, 1925. Bureau of educational research monographs no. 2).  
Bibliography: p. 240-245.
176. **Lyman, E. L.** The mind at work in studying, thinking, and reading; a source book and discussion manual. Chicago, New York [etc.] Scott, Foresman and company [1924] 349 p. 12°.
177. **Meek, Lois Hayden.** Child study in the preschool field. *Progressive education*, 3: 39-44, January-February-March 1926.
178. ——— A study of learning and retention in young children. New York city, Teachers college, Columbia university, 1925. ix, 96 p. incl. tables, diags. 8°. (Teachers college, Columbia university. Contributions to education, no. 164)  
Bibliography: p. 87-96.
179. **Morton, G. F.** Childhood's fears. Psychoanalysis and the inferiority-fear complex. With a foreword by W. W. Charters, professor of education, University of Chicago, and a preface by W. H. Maxwell Telling, professor of therapeutics in the University of Leeds. New York, The Macmillan company, 1925. 284 p. 8°.  
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182. **Regan, George William.** Principles relating to the engendering of specific habits. Urbana, The University of Illinois [1925] 23 [1] p. 8°. (University of Illinois bulletin, vol. xxiii, no. 5. College of education. Bureau of educational research. Educational research circular no. 36)
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192. **Curti, Margaret W.** *The intelligence of delinquents in the light of recent research.* Scientific monthly, 22: 132-38, February 1926.

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- Contains: 1. Rudolf Pintner: Psychological service in the school system, p. 2-12. 2. Rudolf Pintner: The present status of intelligence testing, p. 13-20. 3. Rudolf Pintner: The scoring of group intelligence tests, p. 21-26. 4. Ernest Horn: Recent research in vocabularies most needed in adult writing, p. 27-36. 5. Ernest Horn: What should tests measure, p. 37-42. 6. W. W. Black and J. D. Russell: A study of handwriting in forty Indiana cities, p. 43-67. 7. H. H. Young: Suggestions of value and use of accumulated records of group intelligence tests, p. 68-85. 8. E. Y. Lindsay: A measure of Latin element in Thorndike's Teacher's word book, p. 66-76.
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204. **Franzen, Raymond H. and Hanlon, William H.** The program of measurement in Contra Costa county. *Martinez, Calif., Standard print [1925] 3 p. l., 94 p. incl. tables. 8°.*
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## ENGLISH AND COMPOSITION

308. **Christ, Martha F. and Bannon, Winifred.** Score-card for high-school English composition. *Educational review*, 71: 216-17, April 1926.
309. **Churchill, J. A.** The need for fundamentals of grammar in the elementary grades and junior high school. *High school*, 3: 39-43, 64, February 1926.
310. **Cotner, Edna.** The status of technical grammar in the elementary school. *Elementary school journal*, 26: 524-30, March 1926.
311. **Crouch, Roy A.** A study in the supervision of language teaching. *Educational administration and supervision*, 12: 49-54, January 1926.
312. **Edwards, C. A.** The correlation of the high school newspaper with English work. *Virginia journal of education*, 19: 39-42, October 1925.
313. **Hatfield, W. Wilbur.** English in the junior high school. *English journal*, 14: 355-69, May 1925.
314. **Hill, Howard C.** Teaching English with the social studies. *School review*, 33: 274-79, April 1925.  
Work in the University high school of the University of Chicago. Shows the utility of correlating social science and English.
315. **Hudelson, Earl.** Diversity of judgment upon standards of content and achievement in English. *Teachers college record*, 27: 33-51, September 1925. tables, diags.  
The study is said to be confined to minimum essentials of English, in so far as they have been determined.
316. **McPhee, Clare.** The teaching of language forms. *Elementary school journal*, 26: 137-46, October 1925.  
Gives an outline of language forms to be taught in each grade.
317. **New York State education**, 13: 425-501, March 1926. [English teaching number]  
This number contains a collection of articles on English in high schools, colleges, rural schools, the English teacher, the Regents papers in English, courses of study making in English, oral English, literature on literature, school libraries, etc.
318. **O'Brien, F. P.** An experiment in supervision of English. *Journal of rural education*, 5: 204-18, January-February 1926. diags., tables.
319. ——— The vocabulary of high-school pupils in written composition. *Journal of educational research*, 11: 344-50, May 1925.  
Study based on investigation made in some of the smaller city school systems of Kansas.
320. **Orleans, Jacob S. and Richards, Edwin B.** English in the rural and village schools of New York state. Albany, The University of the state of New York press, 1926. 36 p. 8°. (University of the state of New York bulletin, no. 846, February 15, 1926)
321. Report of Committee on place and function of English in American life. *English journal*, 15: 110-34, February 1926.  
A condensed form of the report. Copies of the complete report may be obtained from the Secretary of the National council of teachers of English, 506 West 69th Street, Chicago, Ill.
22. **Sexton, L. J.** An experiment in school and home co-operation in language training. *Public school messenger (St. Louis, Mo.)* 23: 29-44, November 1925. tables.  
Gives outline of the plan, tests used, results, etc., in an attempt to obtain better English.

323. **Shepherd, Edith E.** An experiment in teaching English usage to junior high school pupils. *School review*, 33: 675-84, November 1925.  
An experiment tried in the University high school, University of Chicago.
324. **Snyder, Carol.** The correlation of English composition with manners and conduct. Illinois association of teachers of English bulletin, 18: 1-4, December 1, 1925.
325. **Texas. Department of education.** Texas high schools. The teaching of high school English. S. M. N. Marrs, state superintendent of public instruction. Carrie Belle Sterrett, supervisor of public high schools. Austin, Tex., 1926. 102 p. 8°. (Bulletin State department of education, vol. II, no. 2, February, 1926.)
326. **Wiswall, Zilla E.** A study of sentence structure in eighth-grade composition. *Elementary school journal*, 26: 441-48, February 1926.
327. **Wohlfarth, Julia H.** Self-help methods of teaching English; a guide and ally for teachers of elementary English. Yonkers-on-Hudson, N. Y., World book company, 1925. viii, 294 p. illus. 8°.

The purpose of this book is to help grade teachers of English, with or without a knowledge of psychology, immediately to improve their instruction in oral and written composition by using simple and thoroughly tested methods applicable anywhere under present conditions.

## LITERATURE

328. **Allen, Miriam C.** A course in literature for junior high schools. English leaflet, 24: 1-11, June 1925.
329. **Haddow, Alexander.** On the teaching of poetry. London [etc.] Blackie and son limited, 1925. x, 114 p. 16°.
330. **Horine, Clara.** Teaching poetry in high school. *English journal*, 15: 23-35, January 1926.
331. **Wine, Carolyn I.** Bibliography in the teaching of literature in high school. *Virginia teacher*, 6: 234-38, October 1925.

The writer was chairman of a group that collected this material.

## ANCIENT CLASSICS

332. **American classical league.** The classical investigation, conducted by the advisory committee of the American classical league. Part three. The classics in England, France, and Germany. Princeton, Princeton university press, 1925. [vi] 203 p. 12°.  
Dr. I. L. Kandel, of Teachers college, Columbia university, has prepared this part of the classical investigation, regarding the study and teaching of Greek and Latin in England, France, and Germany. The report reviews the situation in these countries for the last 30 years or more, including the changes which have occurred since the World war.
333. **Coxe, Warren W.** The influence of Latin on the spelling of English words. Bloomington, Ill., Public school publishing co. [1925] 121 p. incl. tables. 8°. (Journal of educational research monographs, ed. by B. R. Buckingham. no. 7. 1924)
334. **Game, Josiah Bethea.** Teaching high-school Latin; a handbook. Rev. ed. Chicago, Ill., The University of Chicago press [1925] xi, 151 p. 16°.
335. **Hamblen, A. A.** An investigation to determine the extent to which the effect of the study of Latin upon a knowledge of English derivatives can be increased by conscious adaptation of content and method to the attainment of this objective. Philadelphia, 1925. 81 p. fold. chart. 8°.  
Thesis (Ph. D.)—University of Pennsylvania.
336. **Henry, Margaret Y.** Reading Latin in the junior high school. *Latin notes*, 8: [1]-[3] November 1925.

Read at the meeting of the Classical association of New Jersey, Atlantic City, October 12, 1925.

337. **Kates, Elisabeth S.** The socialized recitation in Latin. *New Jersey journal of education*, 15: 7, 18, October 1925.
338. **Sausé, E. B. de.** A pedagogical and psychological basis for a first-year Latin course. *Classical journal*, 21: 489-96, April 1926.

## MODERN LANGUAGES

339. **Bové, Arthur G.** Foreign languages in France. *School review*, 33: 653-60, November 1925.  
Says that the aim of the present minister of public instruction appears to be the exploitation of modern languages by abundant reading and the modification of the enthusiasm for the purely utilitarian values.
340. **Cartwright, C. W.** A study of the vocabularies of eleven Spanish grammars and fifteen Spanish reading texts. *Modern language journal*, 10: 1-14, October 1925.
341. **Doyle, Henry Grattan.** Spanish studies in the United States. *Bulletin of the Pan American Union*, 60: 223-34, March 1926.  
Reprinted from the *Bulletin of Spanish studies*, Liverpool, England, with revisions by the author.
342. **Fitz-Gerald, John D.** Modern foreign languages—their importance to American citizens. *Modern language journal*, 9: 397-412, April 1925.  
A plea for the study of French, Spanish, and German.
343. **Green, Alexander.** The measurement of modern language books. *Modern language journal*, 10: 259-69, February 1926.
344. **Houghton, Frederick.** An elaboration of Gouin's method. *Educational review*, 69: 256-59, May 1925.
345. **House, Caroline Carpenter.** An experiment involving the laboratory method. *Modern language journal*, 10: 349-55, March 1926.  
An experiment made with ninth-grade pupils in a French class where the pupils achieved in sixty-five hours what had ordinarily taken one-hundred and thirty-five hours.
346. **Jordan, J. N.** Prognosis in foreign language in secondary schools. *School review*, 33: 541-46, September 1925.  
Report of results of two years of experience with pupil prognosis in the Wilkins, Hammon, Carr, and Allen tests.
347. **Sander, G. H.** On the present state of modern language teaching in Germany. *Modern languages*, 6: 171-77, June 1925.
348. **Sarafian, K. A.** The teaching of French in the secondary schools of America. *Education*, 46: 359-74, February 1926.  
Advocates a longer period of teaching French. Writer says "that it must be begun earlier in the junior high school and must be carried on up to the end of the senior high school, with one provision, that it must be optional for the last two years."
349. **Sparkman, Colley F.** The value of phonetics in teaching a modern language. *Modern language journal*, 10: 227-35, January 1926.

## MATHEMATICS

350. **Batson, William H. and Combelleck, Olin E.** Relative difficulty of number combinations in addition and multiplication. *Journal of educational psychology*, 16: 467-81, October 1925.
351. **Brealich, E. E.** Junior mathematics. *Elementary school journal*, 25: 583-93, April 1925.
352. **Brown, Margaret.** The teaching of mathematics in an English secondary school. *Mathematics teacher*, 19: 30-35, January 1926.  
Gives the general practices of teaching mathematics, and requirements of the course of four years in the secondary schools of England.

353. **Clark, John B.** Mathematics in the junior high school. Mathematics teacher, 18: 257-83, May 1925.
354. **De Pue, Mrs. James C.** Newer methods in arithmetic. Popular educator, 43: 274-75, 279, 334-35, 337-38, 353, 355, January-February 1926.
355. **Hillegas, Milo B.** Teaching number fundamentals. Philadelphia [etc.] J. B. Lippincott company [1925] 98 p. 12°.
- A manual to accompany the Horace Mann supplementary arithmetic, diagnostic and corrective, by Milo B. Hillegas, Mary Gertrude Peabody, and Ida M. Baker (J. B. Lippincott company, 1925).
- The exercises presented in the textbook are designed to be a guide in the mastery of the process concerned, also to serve in locating defects, and finally to afford remedial materials for independent work by the pupil.
356. **Jensen, J. C.** The metric system and the public schools. School review, 33: 685-87, November 1925.
- Study based on questionnaire sent to 52 high schools in Nebraska. Sixty-two per cent of principals were favorable to the adoption of entire metric system.
357. **Judkins, Pearl.** Applied mathematics in high school. Mathematics teacher, 19: 81-85, February 1926.
358. **Miriak, Gordon B. and Sanford, Vera.** An elective course in mathematics for the eleventh and twelfth school years. Mathematics teacher, 19: 235-41, April 1926.
359. **Newcomb, Ralph S.** Modern methods of teaching arithmetic. Boston, New York [etc.] Houghton Mifflin company [1926] xv, 353 p. tables, diags. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)
- The conclusions of many scientific studies as to arithmetical instruction, which psychologists and students of education have in recent years been making, are applied in this volume to the teaching of arithmetic in our schools.
360. **Osburn, W. J.** Ten reasons why pupils fail in mathematics. Mathematics teacher, 18: 234-38, April 1925.
361. **Perry, Winona M.** A study in the psychology of learning in geometry. New York city, Teachers college, Columbia university, 1925. 4 p. l., 59 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 179)
362. **Beeve, William David.** A diagnostic study of the teaching problems in high-school mathematics. Boston, New York [etc.] Ginn and company [1926] v, 117 p. tables, diags. 8°.
- Comprises a description and evaluation of modern tests in mathematics, selection of material for the tests and their results in diagnosis, the construction of scales, and the administration and use of tests and scales.
363. ——— Objectives in the teaching of mathematics. Mathematics teacher, 18: 385-405, November 1925.
- Contains a selective bibliography on the teaching of mathematics in secondary education.
364. **Roantree, William F., and Taylor, Mary S.** An arithmetic for teachers. New York, The Macmillan company. 1925. xiii, 621 p. tables, diags. 12°. (American teachers' college series. John A. H. Keith and William C. Bagley, editors.)
- Teachers of arithmetic require for their equipment both "adequate mastery of subject matter" and "methods and devices." The separation of academic from methods courses in arithmetic in teacher training has never proved entirely satisfactory. This "arithmetic for teachers" is a conscious effort to combine the valid elements of these opposing views into a consistent unitary treatment and to give, at the same time, an historical background which is combined with "margins of knowledge" for the teacher and, "insights" into mathematical relations.

365. **Smith, David Eugene.** History of mathematics. Vol. I-II. Boston New York [etc.] Ginn and company [1923-25] 2 v. illus., diags. facsimis. 8°.

The first volume of this work presents a general survey of the progress of elementary mathematics arranged by chronological periods with reference to racial and geographical conditions. The second volume, which has just appeared, deals with special topics of elementary mathematics.

366. ——— The progress of algebra in the last quarter of a century. Boston New York [etc.] Ginn and company [1925] v, 86 p. diags., facsimis. 8°

Some striking evidences of progress in the purpose of school algebra since the beginning of the present century are presented in the initial pages of this book. The writer goes on to show what progress has been made during the same period in the topics and teaching of algebra, and in perfecting the algebra textbook. An appendix contains illustrations which give a visual picture of the development of textbooks in algebra from 1900 to 1925, and also in some cases from the days of the early printed books.

367. ——— Suggestions on the arithmetic question. Mathematics teacher, 18: 333-40, October 1925.

368. **Stokes, C. N.** Individual instruction in ninth year algebra. Mathematics teacher, 18: 209-18, April 1925.

#### SCIENCE

369. **Adams, C. S.** The Antioch plan of coöperative education as it affects students in chemistry. Journal of chemical education, 2: 900-6, October 1925.

370. **Bishop, Elizabeth L.** Status of science in the public high schools of California. California quarterly of secondary education, 1: 17-27, October 1925.

371. **Bowers, W. G.** The character of laboratory work for students of elementary chemistry. School science and mathematics, 25: 711-20, October 1925.

The subject is studied from two angles: what the beginning student is able to do, and what the student is going to make of himself in the future.

372. **Brownell, Herbert, and Wade, Frank B.** The teaching of science and the science teacher; the relationship of science teaching to education in general, with especial reference to secondary schools and the upper elementary grades. New York and London, The Century co., 1925. xi, 322 p. plates, diags. 8°. (The Century education series, ed. by C. E. Chadsey.)

Full attention is here given to the relations of the science teacher and the community to the science teacher as a builder of character, and to phases of science teaching in moral education.

373. **Downing, Elliot R.** A comparison of the lecture-demonstration and the laboratory methods of instruction in science. School review, 33: 688-97, November 1925.

374. ——— Teaching science in the schools. Chicago, Ill., The University of Chicago press [1925] xiii, 185 p. illus., tables, diags. 12°.

The history, present condition, and social and economic backgrounds of science-teaching are outlined in the introductory chapters. The aims of science-teaching are then discussed, followed by principles for the selection of subject matter and for its organization and methods of instruction to be used. A sketch of science-teaching in some European schools is also given for purposes of comparison.

375. **Dvorak, August.** A study of achievement and subject matter in general science. General science quarterly, 10: 289-310, 367-96, 445-74, 525-42, November 1925-May 1926.

376. **Frank, J. O.** How to teach general science. Notes and suggestions of practical aid to every general science teacher. Oshkosh, Wis., Castle-Pierce press, 1925. xv, 194 p. 12°.

This manual shows how general science teachers, especially those in small towns, may enrich their teaching by aids of various sorts from sources which are indicated. The history of science as a subject in secondary education is sketched, and the organization of material, teaching methods, and classroom technique are discussed.

377. **Glenn, Earl B.; Finley, Charles W. and Caldwell, Otis W.** A description of the science laboratories of the Lincoln school of Teachers college. New York city, The Lincoln school of Teachers college, 1925. 2 p. l., 39 p. plates, plans. 12°.

378. **Hill, L. B.** The curriculum and classroom procedure in general science. *Journal of educational method*, 5: 63-67, October 1925.

An attempt to describe the method of selecting subject-matter and the classroom procedure of a class of 40 junior high school pupils, taught by four practice teachers directed by the writer.

379. **Hughes, J. M.** The use of tests in the evaluation of factors which condition the achievement of pupils in high-school physics. *Journal of educational psychology*, 16: 217-31, April 1925.

380. **Hunter, George W.** The place of science in the secondary school. *School review*, 33: 370-81, 453-66, May, June 1925.

Study based on questionnaire sent to schools which have developed a sequence of general science, biology, and physics-chemistry or chemistry-physics.

381. **Lyons, Frances Warner.** The educational value of chemistry, or The contributions of chemistry to "conduct control" for boys and girls of the high school group. Philadelphia, 1925. 117 p. 8°.

Thesis (Ph. D.)—University of Pennsylvania, 1925.

382. **Millikan, R. A.** The problem of science teaching in the secondary schools. *School and society*, 22: 633-39, November 21, 1925.

An address read before the annual convention of county and city superintendents of schools of California at Pasadena, October 14, 1925. An abridgment of the address is in the California quarterly of secondary education, 1: 155-62, January, 1926.

383. **Powers, S. B.** Some problems of curriculum and of method of instruction in high-school chemistry. *Journal of chemical education*, 2: 998-1007, November 1925.

384. **Richardson, H. A.** The value of astronomy in a general science course. *General science quarterly*, 10: 407-12, January 1926.

385. **Roller, Duane E.** Sources of free material for use in the teaching of natural science. Norman, Oklahoma, The University of Oklahoma [1925] 35 p. 12°. (University of Oklahoma bulletin. Monograph, no. 1. New series, no. 314)

386. **Roseman, E. J.** Training of general science teachers in Missouri. *General science quarterly*, 10: 322-34, November 1925. tables.

387. **Slosson, Edwin E.** Science as a social factor. *Progressive education*, 2: 221-24, October-November 1925.

Author says that the main object of science teaching is to inculcate the scientific habit of mind, which consists in constantly looking for the reasons and relations of things about one.

388. **Smith, Edith L.** Science in the elementary schools. *Journal of education*, 101: 466-68, April 23, 1925.

Author thinks that the middle three grades suffer from inadequate or unsuitable courses in science.

389. **Sosman, Robert B.** General science—The second revised edition of the Academy's list of 100 popular books in science. *Journal of the Washington academy of sciences*, 15: 353-58, September 19, 1925.

Mr. Sosman is chairman of the Committee on popular books in science, who approved the revised list.



390. **Toops, Herbert A.** A general science test. *School science and mathematics*, 25: 817-22, November 1925.

The test named is here presented.

391. **Webb, Hanor A.** The high-school science library. Nashville, Tenn. 1925. cover-title, p. 85-119. 8°.

Reprinted from the *Peabody journal of education*, vol. 3, no. 2, September, 1925.

392. **What are our objectives in teaching chemistry?** Symposium. *Journal of chemical education*, 2: 971-97, November 1925.

The symposium taken part in by W. C. Morgan, J. E. Bell, L. F. Foster, Alexander Silverman, H. I. Schlesinger, Herbert R. Smith, Wilhelm Segerblom.

393. **Woody, Clifford.** The educational values derived from the teaching of science in grades I to VI. *Teachers journal and abstract*, 1: 103-10, February 1926.

#### PHILOSOPHY

394. **Gordon, Kate.** An experiment in teaching philosophy to the Whittier state school boys. *Journal of delinquency*, 9: 161-69, September 1925.

Discusses the question of how young a child may be to understand a philosophical idea.

395. **Sanborn, Herbert C.** The function of philosophy in liberal education. 15 p. 8°.

Reprinted from *Peabody journal of education*, vol. 3, no. 5.

A paper read at the annual meeting of the Southern society for philosophy and psychology at the University of North Carolina, April 13, 1925.

#### NATURE STUDY

396. **Nature study.** *Education bulletin*, 12: 3-94, September 1925.

This material forms the basis of the entire bulletin, which is published by the Department of public instruction of New Jersey, at Trenton.

397. **Paroni, Clelia.** Nature study in the schools of Berkeley. *Nature magazine*, 6: 308-9, November 1925. illus.

#### GEOGRAPHY

398. **Bartholf, Harriet.** Teaching geography by type studies. *Journal of the Louisiana teachers' association*, 3: 12-17, January 1926.

399. **Bradford, E. J. G.** School geography; a critical survey of present day teaching methods. With an introduction by H. J. Fleure. London. E. Benn, ltd., 1925. 2 p. l., 104 p. 12°.

400. **Branom, Frederick K.** A bibliography of recent literature on the teaching of geography. 4th rev. ed. Worcester, Mass., Clark university, Department of geography, 1925. 32 p. 8°.

401. **Branom, Mendel E.** The measurement of achievement in geography. New York, The Macmillan company, 1925. xi, 188 p. tables, forms. 12°.

According to this book, the teacher of geography should place suitable emphasis on the selection of content, methods through which content is taught, and tests to discover whether educational outcomes are being realized. The author aims to assist other teachers to realize the many advantages that come from the use of properly devised tests, by his exposition of them in this volume.

402. **Cooper, C. E.** A method for judging and scoring textbooks in grade school geography. *Journal of educational method*, 4: 325-33, April 1925.

403. **Halverson, Lynn H.** Some problems in the teaching of physiography in the high school. *School science and mathematics*, 25: 590-96, June 1925.

The fundamental requirements for the more satisfactory teaching of physiography in high schools.

404. **Kekoni, Karl.** Geography in the schools of Finland. *Journal of geography*, 25: 67-71, February 1926.

Describes briefly the work in the primary, secondary, and senior school, methods of teaching, and preparation of teachers.

405. **McMurry, Charles A.** Practical teaching. Book one. Large projects in geography. Richmond, Va., Johnson publishing company [1925] 222 p. front., illus., maps. 8°.

The design of this book is to give teachers an introduction to the art of instruction through specific illustrations of organization and of detailed method. Four large units are fully wrought out in the treatment, namely, New Orleans, the Salt River project, the Muscle Shoals project, and the Panama Canal project.

406. **Miller, George J.** Geography as a social science in the junior high school. Educational review, 70: 213-18, November 1925.

Says: "Since *material things* and *fellow beings* are the two most intimate factors in the lives of people, geography as human ecology possesses a character exclusively its own which makes it a superior social science subject."

407. **Osburn, W. J.** The supervision of teaching in geography. Journal of educational research, 11: 337-43, May 1925.

408. **Parkins, A. E.** Some tendencies in elementary education and their possible effects on geography. Journal of geography, 25: 81-89, March 1926.

Speaks of the modern methods, type studies, problems and projects, curriculum making, etc., in geography teaching.

409. **Bidgley, Douglas C.** Geographic principles; their application to the elementary school. Boston, New York [etc.], Houghton Mifflin company [1925]. x, 190 p. 12°. (Riverside educational monographs, ed. by Henry Suzzallo.)

This study undertakes to set forth in simple form the means of developing a limited number of geographic principles within the comprehension of pupils of the grades, and to make suggestions for applying these principles in the organization of the subject matter usually included in a course of study in geography.

410. **Bugg, Harold and Hockett, John.** Objective studies in map location. With the assistance of Emma Schweppe. New York city, The Lincoln school of Teachers college, 1925. x, 132 p. incl. tables. 12°. (The Lincoln school of Teachers college. Social science monographs no. 1)

411. **Smith, J. Russell.** The psychology of teaching geography. Journal of education, 101: 378-81, April 2, 1925.

A description of the two ways of teaching geography--the logical or systematic method and the psychological or applied-science method.

Also in Virginia teacher, 6: 95-100, April 1925.

412. **Symonds, Clare.** High school geography. Journal of geography, 24: 314-23, November 1925.

#### SOCIAL STUDIES

413. **Baird, Albert Craig.** College readings on current problems. Boston, New York [etc.] Houghton Mifflin company [1925] vi, 398 p. 12°.

414. **Barnes, Harry Elmer.** The new history and the social studies. New York, The Century co., 1925. xvii, 605 p. plates (ports.) 8°.

The author explores the relations to history of geography, psychology, anthropology, sociology, economics, political science, and ethics. The final chapter gives the author's conception of the bearing of the new history and the social studies upon the problems of social reform and reconstruction.

415. **Blackman, Frank W.** Methods of teaching sociology. Journal of applied sociology, 10: 308-15, March-April 1926.

416. **Borgeson, F. C.** Social science in the last year of secondary education. Peabody journal of education, 3: 205-13, January 1926.

417. **Buckner, C. A. and Hughes, E. O.** Testing results in the social studies. School of education journal, 1: 5-11, September-October 1925.

Published by the University of Pittsburgh, School of education. First volume and first number.

418. **Christ, Martha F.** Teaching history by means of the card system. *Journal of educational method*, 5: 295-99, March 1926.  
Brief description of a method used to teach history to senior-high school students.
419. **Good, Carter V.** An experimental study of the merits of extensive and intensive reading in the social sciences. *School review*, 33: 55-70, December 1925.
420. **Knowlton, Daniel C.** History and the other social studies in junior and senior high schools: The tenth grade. *Historical outlook*, 17: 70-83, 85-91, February 1926.  
Discusses some recent textbooks, as well as the practice in certain typical states regarding courses of study, etc.
421. ——— Making history graphic; types of students' work in history. With a foreword by Otis W. Caldwell. New York, Chicago [etc.] C. Scribner's sons [1925] xi, 154 p. illus. 12°.
422. **Pierce, Bessie Louise.** The social studies in the eighth grade. *Historical outlook*, 16: 315-31, November 1925.  
A study of curriculum, measure of achievement, aids for teacher, classroom devices, etc.
423. **State teachers college, Fredericksburg, Va.** Some tentative notes and suggestions on the teaching of English history in the eighth grade junior high school. [Fredericksburg, Va., 1925] 32 p. 8°. (Bulletin, vol. x, no. 4, January, 1925)  
Bibliography: p. 30-32.
424. **Stormsand, Martin James.** American history teaching and testing; supervised study and scientific testing in American history, based on Beard and Bagley's *The history of the American people*. New York, The Macmillan company, 1925. xi, 181 p. 12°.
425. **Taft, Donald B.** Historical textbooks as provocatives of war. *Advocate of peace*, 87: 220-28, April 1925.
426. **Tryon, B. M.** Maps in forty-four textbooks in American history for the junior high school grades. *School review*, 33: 428-43, June 1925.

## MUSIC

427. **Music supervisors' national conference.** *Journal of proceedings of the eighteenth annual meeting . . . Kansas City, Mo., March 30-April 3, 1925.* 400 p. 8°. (Mrs. Elizabeth Carmichael, secretary, Fort Dodge, Iowa.)  
Contains: 1. Clara E. Starr: Music appreciation in the junior high schools of Detroit, p. 120-23. 2. V. L. F. Rebmann: A survey of music material for grammar, junior and senior high school orchestras, p. 152-74. 3. W. L. Meyer: The attitude of the professional musician toward instrumental music in public schools, p. 175-85. 4. W. O. Miessner: Modern pedagogy in class piano teaching, p. 195-206. 5. P. W. Dykema: Tests and measurements in music education, p. 248-66. 6. Music in the junior high school, p. 267-88. 7. Standard course for the music training of the grade teacher, p. 290-302.
428. **Music teachers' national association.** *Papers and proceedings . . . Forty-ninth annual meeting, Dayton, Ohio, December 28-30, 1925.* Hartford, Conn., Pub. by the Association, 1926. 303 p. 8°. (D. M. Swarthout, secretary, University of Kansas, Lawrence, Kans.)  
Contains: 1. D. S. Smith: The education of the average student in music, p. 11-19. 2. W. W. Boyd: Music in a liberal arts course, p. 33-40. 3. H. H. Bellamann: Problems of music teaching in colleges, p. 59-63. 4. P. W. Dykema: Higher degrees in music education, p. 64-79. 5. Jacob Kwalwasser: Scientific testing in music, p. 165-63. 6. Max Schoen: Common sense in music tests, p. 164-73. 7. Oscar Saenger: The teaching of singing as a profession, p. 174-83. 8. Will Earhart: Early musical training of children, p. 185-95. 9. R. V. Morgan: Some aims in instrumental instruction, p. 231-38. 10. F. A. Beach: School music contests, p. 239-49. 11. P. W. Dykema: Community music, p. 258-66. 12. Roll of members, etc., p. 291-301. 13. Directory of State associations and presidents, p. 303.

429. **Adler, Lawrence.** Music in the universities. *Forum*, 75: 69-75, January 1926.  
 Urges more attention to music appreciation and culture in American universities.
430. **Crawford, Caroline.** Choice rhythms for youthful dancers; a collection of folk melodies adapted from original sources and harmonized for educational use. With music by Elizabeth Rose Fogg. New York, A. S. Barnes and company, 1925. 103 p. music. 4°.
431. **Dann, Hollis.** Music taught successfully in rural schools. *Eastern school music herald*, 9: 5-6, 24, October 1925.
432. **Earhart, Will.** The value of applied music as a school subject. *School music*, 26: 6-9, November-December 1925.
433. **Echman, Karl H.** A survey of college entrance credits in music. *School music*, 26: 9-11, 13, 15, November-December 1925.
434. **Giddings, T. P.** Sight singing and appreciation. *School music*, 27: 11-13, 15, 17, 19, March-April 1926.
435. **Jones, Vincent.** Problems in high school harmony. *School music*, 27: 3-5, January-February 1926.
436. **McConathy, Osbourne.** Public school music of the future. *School music*, 26: 11, 13, 15, 17, September-October 1925.
437. **Ottaway, Ruth Haller.** Music as a vital force in education. *Child-welfare magazine*, 20: 144-46, November 1925.
438. **Seegers, J. C.** Teaching music appreciation by means of the music memory contest. *Elementary school journal*, 26: 215-23, December 1925.

## ART EDUCATION

439. **Dewey, John.** Art in education—and education in art. *New republic*, 46: 11-13, February 24, 1926.
440. **Jarrott, Mattie L.** Picture study in the public schools. *Oklahoma teacher*, 7: 8, 30, October 1925.
441. **Karwoski, Theodore F. and Christensen, Erwin O.** A test for art appreciation. *Journal of educational psychology*, 17: 187-94, March 1926.
442. **Munro, Thomas.** The Dow method and public school art. *Journal of the Barnes foundation*, 2: 35-40, January 1926.
443. **Winslow, Leon Loyal.** Organization and teaching of art; a program for art education in the schools. Baltimore, Warwick & York, inc., 1925. 147 p. 8°.

The author of this book is director of art education in the public schools of Baltimore. Assuming that all teachers of drawing and allied subjects should possess at least an appreciative knowledge of the entire field of art education, he presents a practical working program of instruction for the elementary and secondary school in both fine and industrial arts.

## HANDWRITING

444. **Gilbert, C. S.** The disciplinary value of penmanship. *American penman*, 43: 113, December 1925.
445. ——— The teaching of writing in the primary grades. *American penman*, 43: 187, February 1926.
446. **Kirk, John G.** Handwriting survey to determine grade standards, *Journal of educational research*, 13: 181-88, 259-72, March-April 1926.

Survey made in public schools of Philadelphia to determine the quality of handwriting necessary to meet the social and business demands and to determine therefrom standards of attainment for the 6th and 8th grades.

Second paper reports a study based on 2,000 specimens of vocational handwriting from the employees of 21 large concerns in Philadelphia.

## DRAMATICS AND ELOCUTION

447. **Barton, Helen M.** Clog pageant for high school girls. *American physical education review*, 30: 510, 512, November 1925.
448. **Bridge, William H.** The place of pantomime in the school curriculum. *Quarterly journal of speech education*, 11: 350-59, November 1925.
449. **Brookins, Julia L. C.** The cultural contribution of drama in a technical high school. *Peabody journal of education*, 3: 223-29, January 1926.  
Gives syllabus and requirements, with a list of general subjects for research by pupils.
450. **Comstock, Alzada.** The cost of debating. *Educational review*, 70: 24-25, June 1925.
451. **Drummond, A. M.** Proposing a course in speech training and public speaking for secondary schools. *Quarterly journal of speech education*, 11: 107-23, April 1925.  
Summary of the report approved by the National association of teachers of speech as an adequate outline of a course of study to be recommended to secondary schools.
452. **Gifford, Mabel Farrington.** Speech correction work in the San Francisco public schools. *Quarterly journal of speech education*, 11: 377-81, November 1925.
453. **Leiper, M. A.** The character of plays presented in high schools. *Peabody journal of education*, 3: 261-72, March 1926.  
A study of the plays presented by Kentucky high schools, with lists of plays, long and short, number of characters, length of time required, publisher, etc.
454. **Mandell, Sibyl B.** Dramatics in the girls' camps. *Educational review*, 70: 35-39, June 1925.
455. **Simonson, Ida S.** Through the year—days and seasons, stories and poetry. De Kalb, Illinois, Northern Illinois state teachers college, 1924. 122 p. 8°. (The Northern Illinois state teachers college quarterly, vol. xviii, no. 2, February, 1924)  
Program for special days in the school year, including Thanksgiving, Memorial day, Christmas, Lincoln's and Washington's birthdays, Halloween, etc.
456. **Stitt, Edward W.** Memory selections; their value and importance, improvements recommended. Introduction by John H. Finley. New York, Philadelphia [etc.] Hinds, Hayden and Eldredge, inc., [1925] xvi, 295 p. 12°.
457. **Troutman, W. C.** The high school play. *Illinois association of teachers of English bulletin*, 17: 1-13, May 1, 1925.

## HEALTH EDUCATION

458. **American child health association.** Some tendencies in health education. Review of the health programs in sixteen teacher-training institutions. New York city, American child health association, 1926. 112 p. tables, diagrs. 8°.
459. **Bobbitt, Franklin.** Discovering the objectives of health education. *Elementary school journal*, 25: 755-61, June 1925.
460. **Hill, A. V.** The present tendencies and methods of physiological teaching and research. *Science*, 61: 295-305, March 20, 1925.
461. **Lanza, A. J.** Health education and the schools. *Nation's health*, 7: 688-89, October 1925.

462. **Payne, E. George, and Schroeder, Louis C.** Health and safety in the new curriculum; a teacher's training book. With an introduction by John W. Withers. New York, The American viewpoint society, inc., 1925. 318 p. 8°.

The authors have presented not merely the method of curriculum reconstruction, but also an outline of the essential subject-matter of health—a complete health program for schools.

463. **Turner, C. E.** Malden studies in health education; a preliminary report. [Boston, 1925] 10 p. incl. tables, diags. 8°. (Bulletin, Massachusetts institute of technology, vol. 61, no. 37. Contribution from the Dept. of biology and public health. Serial no. 5, August 1925)

See also an article with same author and title in American journal of public health, 15: 405-14, May 1925.

464. **Winslow, Charles-Edward Amory and Williamson, Pauline Brooks.** The laws of health and how to teach them. New York, Atlanta [etc.] C. E. Merrill company [1925] xiv, 354 p. front. (port.) illus. 12°.

465. **World federation of education associations.** Report of the health section of the World federation of education associations, held at Edinburgh, Scotland, July 21-24, 1925. New York, Published by the American child health association and the Metropolitan life insurance company, 1926. 158 p. 8°.

CONTENTS.—I. The present status of health programs throughout the world.—II. Some special school health problems.—III. Training leaders in health education.—IV. Private organizations and their place in a school health program.—V. Resolutions.

#### SAFETY

466. **Chase, Sara E.** Projects in safety education. Traffic safety lessons in six grades. Safety education, 4: 3-4, September 1925.
467. **Boe, Mrs. Myrtle A.** Training children in habits of safety on streets and highways. (A lesson for elementary schools) American schoolmaster, 18: 310-14, September 1925.

Three lessons are given, and a short bibliography.

468. **Sandel, John M.** Safety instruction in engineering colleges. Journal of engineering education, n. s. 16: 403-11, January 1926.
469. **Whitney, Albert W.** Safety education in the public schools. Annals of the American academy of political and social science, 123: 46-50, January 1926.

#### THRIFT

470. **National fraternal congress of America.** Report of the Committee on thrift and savings. Prepared and submitted by Henry J. Hyman, 1925. p. 290-343. 8°.
471. **West, John C.** School-savings banking. School of education record (University of North Dakota) 11: 31-32, January 1926.

#### JOURNALISM

472. **Frank, Glenn.** Journalism the highest form of literature. Scholastic editor, 5: 9, 36, December 1925.
- Address delivered at the meeting of the Central interscholastic press association, in which Dr Frank listed the fundamentals for those wishing to be writers.
473. **Luttrell, C. J. W.** The administration of the high-school newspaper. High school teacher, 2: 49, 61, February 1926.

## KINDERGARTEN AND PRE-SCHOOL EDUCATION

474. **Bechtel, Helen W.** Experimentation with a kindergarten course of study. *Journal of educational method*, 5: 8-15, September 1925.
475. **Cleveland, Elizabeth.** Training the toddler. Philadelphia, London [etc.] J. B. Lippincott company [1925] x [1] 172 p. front., plates. 12°.
476. **Davis, Mary Dabney.** General practice in kindergarten education in the United States. In cooperation with the Research committee of the Department of kindergarten education of the National education association. - Washington, D. C., National education association, 1925. 155 p. incl. tables, diags. 8°.
477. **Douglass, Harl R.** The development of number concept in children of pre-school and kindergarten ages. *Journal of experimental psychology*, 8: 443-70, December 1925.
478. **Fenton, Jessie Chase.** A practical psychology of babyhood; the mental development and mental hygiene of the first two years of life. Boston and New York, Houghton Mifflin company, 1925. xvi, 348 p. front., plates, forms. 8°.
- Mothers will find this work a practical handbook for guidance in rearing their children, and it is also intended to be of service to students of child psychology in universities and teachers' colleges. In the light of the latest psychological research, and in simple, nontechnical language, the author presents detailed and authoritative advice on the mental development of children.
479. **Hill, Patty Smith.** Changes in curricula and method. *Childhood education*, 2: 99-106, November 1925.
- Address given before the Kindergarten department, National Education Association, Indianapolis, July, 1925.
80. **Hinkle, Beatrice M.** Psychological tendencies of the pre-school child and its relation to the new world order. *Progressive education*, 2: 63-67, April-June 1925.
481. **Huenekens, E. J.** The preschool child. *Journal of the American medical association*, 85: 481-84, August 15, 1925.
482. **Lynch, Ella Frances.** Beginning the child's education. New York and London, Harper & brothers [1925] xi, 202 p. 12°.
483. **Meriam, J. L.** Activities of six-year-old boys in relation to the school curriculum. *Childhood education*, 1: 364-71, April 1925.
- Address before the California kindergarten primary association (Southern branch) 1924.
484. **Newlon, Jesse H. and Threlkeld, A. L.** The kindergarten curriculum. *Kindergarten and first grade*, 11: 24-26, November 1925.
485. **Parker, Samuel Chester, and Temple, Alice.** Unified kindergarten and first-grade teaching. Boston, New York [etc.] Ginn and company [1925] xv, 600 p. front., illus., diags. 8°.
- How the activities of pupils in the kindergarten and in the first grade may be closely coordinated is shown in this book. The volume is divided into three main divisions, taking up first the general subjects of unification, purposes, curriculum, and equipment; secondly, types of learning; and, thirdly, the general aspects of learning, considering the spirit which should prevail in directing pupils' activities and discussing the utilization of interests and provisions for individual differences.
86. **Smith, Richard M.** From infancy to childhood. The child from two to six years. Boston, *The Atlantic monthly press* [1925] ix, 105 p. 12°.
- The author here presents a sequel to his earlier work entitled "The baby's first two years," to aid parents in guiding the health and habits of children during the years from two to six.
487. **Thom, D. A.** Habit clinics for the child of preschool age; their organization and practical value. Washington, Government printing office, 1924. v, 71 p. 8°. (U. S. Children's bureau. Bureau publication no. 135)

488. **Vincent, E. Leona.** Train mother—train child. Woman citizen, 10: 22-23, 44, 46, December 1925.  
Describes the work of the Merrill-Palmer school, Detroit, Mich.
489. **Wiggin, Kate Douglas.** The kindergarten. Kindergarten and first grade magazine, 10: 5-9, April 1925.  
A talk about the kindergarten in its relation to citizenship.
490. **Woolley, Helen T.** The real function of the nursery school. Child study, 3: 5-6, 10-11, February 1926.  
From an address delivered at the Parenthood conference, Child study association, October 26, 1925.

## ELEMENTARY EDUCATION

491. **National education association.** Department of elementary school principals. The fourth yearbook. The elementary school principalship—A study of its instructional and administrative aspects; ed. by Arthur S. Gist. Washington, D. C., Department of elementary school principals of the National education association, 1925. [197] 479 p. tables, forms, diags. 8°. (Bulletin of the Department of elementary school principals, vol. iv, no. 4, July 1925.)

The papers in this yearbook are classified in three groups dealing respectively with the instructional, administrative, and personnel aspects of the elementary school principal's work. Representative topics discussed in the first group relate to nature study, exceptional children, home study, visual aids, and the scientific selection of school texts. The report of the Joint committee on elementary school library standards, edited by C. C. Certain, covers 34 pages. Various administrative activities of the principal are taken up in the second section, such as the relations of the principal and the educational expert. In the third section, the principal's health and the rating of principals are discussed.

492. **Edwards, A. S.** The psychology of elementary education. Boston, New York [etc.] Houghton Mifflin company [1925] xvi, 333 p. 12°. (River-side textbooks in education, ed. by E. P. Cubberley.)

The present volume offers a practical psychology for the education of pupils during the intermediate period. The introductory part deals with the nature and objectives of education and with the hereditary, hygienic, and social facts that condition learning and teaching. The main body of the book presents the psychology of learning and teaching, both in its more general aspects and in relation to moral education and the particular subjects of reading and the language arts, experiments, and construction. Individual differences and their treatment next receive attention, and the concluding section warns against harmful pedagogical traditions and superstitions and emphasizes the significance of study.

493. **Judd, Charles H.** Research in elementary education. Journal of educational psychology, 17: 217-25, April 1926.

Urges scientific investigation of the relation of the school as a social institution to the industrial forces which influence its operation.

494. **Kelty, Mary G.** Time-expressions comprehended by children of the elementary school. Elementary school journal, 25: 607-18, April 1925.

Second and concluding paper on subject.

495. **Klapper, Paul.** The experimental study of education with special reference to the elementary school. Journal of educational research, 12: 123-35, September 1925.

Discusses typical questions that must be evolved experimentally, the question of drill, content of curriculum, training of teachers, educative capacity of children, homogeneously grouped children, standardized tests, etc.

496. **Kyte, George C.** A study of time allotments in the elementary school subjects with special consideration of California school systems. Berkeley, Calif., University of California printing office, 1925. 42 p. incl. tables, diags. 8°. (California curriculum study bulletin no. 1)



497. [Meek, Lois M.] Elementary education study groups. *Journal of the American association of university women*, 19: 30-33, October 1925.

In the study of these subjects, some of the books are loaned through the traveling library service of that organization, at 1634 Eye Street, N. W., Washington, D. C., where directions for borrowing are furnished.

### RURAL EDUCATION

498. **American country life association.** Proceedings of the sixth national country life conference, St. Louis, Mo., 1923. The rural home. [Chicago Ill.] University of Chicago press [1924] 246 p. 8°. (Henry Israel Executive secretary, New York, N. Y.)

Contains: 1. K. L. Butterfield: The place of the home in the farmers' movement, p. 1-2. 2. Ruby S. Green: The farm home at its best, p. 17-31. 3. C. J. Galpin: Can the farm family afford modern institutions, p. 39-51. 4. Katherine M. Cook: The rural school and the farm home, p. 91-94. 5. W. H. Wilson: The need of a new element in education, p. 105-7. 6. The woman of the countryside a factor in national affairs—a symposium. [For the League of women voters, the Council of Jewish women, the Young women's Christian association, the Farm bureau the National congress of mothers and parent-teacher's associations] p. 123-36.

499. **Almack, John C. and Bursch, James F.** The administration of consolidated and village schools. Boston, New York [etc.] Houghton Mifflin company [1925] xv, 466 p. tables, diags. 12°. (Riverside textbook in education, ed. by E. P. Cubberley)

This book emphasizes the village and consolidated school principalship, which is of rapidly increasing importance.

500. **Boraas, Julius, and Selke, George A.** Rural school administration and supervision. With an introduction by Lotus D. Coffman. Boston New York [etc.] D. C. Heath and company [1926] xii, 260 p. tables 12°.

The authors of this text on the administration and supervision of rural schools, have brought to bear upon the subject a wide experience, the knowledge and technique of the science of education, and a social point of view.

501. **Burnham, Ernest.** A county study in rural education. [Kalamazoo Mich., Western state normal school, 1925] 89 p. incl. diags. 12° (Western state normal school. Bulletin vol. 21, no. 2 B)

502. **Butterworth, Julian E.** Leadership as a means of improving rural education. *Journal of rural education*, 5: 193-203, January-February 1925

503. **Cook, Katherine M.** Distribution of consolidated and one-teacher rural schools. *Journal of rural education*, 4: 337-47, April 1925.

A survey of the field of rural education and a forecast of the probable future of school consolidation.

504. **Cooper, Richard Watson, and Cooper, Hermann.** The one-teacher school in Delaware; a study in attendance. Bureau of education, Service citizens of Delaware. Newark, Del., University of Delaware press, 1925 434 p. front. illus. tables, diags. 4°.

The Service citizens of Delaware have been conducting a movement to improve the attendance of pupils in the rural schools of the State. Over a period of six years the average days' attendance in one-teacher schools in the State was raised from 86 days per pupil per year to 123 days per pupil per year, a change which promises to be permanent. In this volume the study of existing conditions, the program of attack on the problem, and the results secured are reported at considerable length. Suggestions and assistance are thus made available to other school organizations interested in the improvement of the attendance conditions of their own schools.

- Dolch, E. W.** Geographical and occupational distribution of graduates of a rural high school. *School review*, 33: 413-21, June 1925.

The findings here given suggest a line of inquiry which may give useful information with regard to the needs of rural education.

506. **Ferrias, Emery N.** The curriculum of the rural high school. Philippine education, 22: 302-3, 315-16, November 1925.
507. **Hoffman, U. J.** A program for study and instruction in one-teacher schools. Issued by F. G. Blair, superintendent of public instruction. Springfield, Schnepf & Barnes, printers, 1926. 64 p. illus. 8°. (Illinois. Dept. of public instruction. Circular no. 210)
508. **Hughes, Hilda.** Lessons in supervision of rural schools from the Indiana experiment. Journal of rural education, 5: 39-50, September-October 1925.  
Gives some of the findings of the Commission.
509. **Indiana. Rural education survey committee.** Report of the Indiana rural education survey committee, March, 1926. Printed by order of Governor Ed. Jackson. Indianapolis, Wm. B. Burford, contractor for state printing and binding, 1926. 130 p. incl. tables, diags. 8°.
510. **Jessop, Jennie E.** A supervisor of rural schools analyzes her task. Educational administration and supervision, 11: 515-28, November 1925.  
Deals with conditions in Baltimore County, Md.
511. **Lathrop, Edith A.** Improving rural schools by standardization. Normal instructor and primary plans, 35: 31, 101, 103, November 1925.
512. **McMillan, H. L.** The teaching load of the principal of the rural and village high schools of Ohio. Educational research bulletin (Ohio State university) 5: 143-46, March 31, 1926. tables.
513. **Marsh, Chester Geppert.** Singing games and drills for rural schools, playground workers, and teachers. Illustrations from photographs by Edward Watson. New York, A. S. Barnes and company, 1925. ix, 162 p. illus., music. 8°.
514. **Metcalf, Margaret F.** Motivated primary activities for rural teachers. Chicago, Beckley-Cardy company [1925] 143 p. front., illus. 12°.  
Prof. M. V. O'Shea, in the introductory note, says that this book should contribute toward making the teaching in rural schools both more interesting to young pupils and more valuable to them in the intellectual development. The author has undertaken to guide and inspire rural teachers to an intelligent appreciation of child nature and the things children like to do.
515. **Parrott, Hattie B.** Rural school supervision from the viewpoint of state supervisor of rural schools. Educational administration and supervision, 12: 187-99, March 1926.  
Describes county-wide plan of supervision of rural schools of North Carolina.
516. **Pore, O. E.** The administration and supervision of rural schools under the county unit system in Ohio. Journal of rural education, 5: 6-12, September-October 1925.
517. **Pugh, Jeannette E.** Warm lunches for rural schools. Public health nurse, 18: 4-7, January 1926.
518. **Purdue university. Department of agricultural extension.** A guide to teaching farm accounting in rural schools of Indiana. [Indianapolis, 1925] 32 p. 8°. (Indiana. Department of public instruction. Educational bulletin no. 78)
519. ———— A year's records on an Indiana farm for use in studying accounting in rural schools. [Indianapolis, 1925] 16 p. 8°. (Indiana. Department of public instruction. Educational bulletin no. 77)
520. **Richardson, E. S.** The county unit and the consolidated school. Journal of rural education, 5: 12-16, September-October 1925.
521. **Ross, Alfred E.** Graded games for rural schools. New York, A. S. Barnes and company, 1926. xiv, 62 p. 8°.

522. **Tennant, J. L.** Improving high school opportunities for farm boys and girls. *Journal of rural education*, 5: 242-52, January-February 1926. tables.
523. **Thompson, Alfred C.** Rural-life conditions and rural education. *New York state education*, 13: 369-73, February 1926.
524. **Vogt, Paul L.** Introduction to rural economics. New York, D. Appleton and company [1925] xii, 377 p. illus. 12°.

### SECONDARY EDUCATION

525. **Illinois. University. High school conference. Proceedings . . .** November 20-22, 1924. Urbana, University of Illinois, 1925. 273 p. 8°. (*University of Illinois bulletin*, vol. 22, no. 17, December 22, 1924)
- Contains: 1. H. A. Hollster: Equal opportunity for all in secondary education, p. 9-14. 2. W. C. Reavis: The personnel management of high-school pupils, p. 23-26. 3. H. F. Admire: Rhythmic typewriting, p. 80-85. 4. Lillian B. Sweet: When should bookkeeping be introduced and by what method, p. 88-90. 5. Olive Martin: A minimum list of books for outside reading for each year of the high school, p. 92-97. 6. Isabell Hoover: Devices for improving the work in written composition, p. 100-5. 7. W. B. Barton: Some expedients for interest in debate work, p. 117-21. 8. E. E. Wacaser: Some problems in geography education, p. 127-31. 9. Mata Roman: A senior survey course in home economics, p. 146-55. 10. M. L. Laubach: Project method of teaching industrial arts work, p. 167-73. 11. N. J. Fultz: Program of industrial education in junior high and continuation school, p. 173-79. 12. L. A. Emmerson: Some problems in establishing a vocational program in the senior high school, p. 170-83. 13. J. A. Nyberg: Recent changes in the teaching of algebra, p. 192-97. 14. Peter Hagboldt: An experiment in the teaching of reading in first German, p. 205-11. 15. H. C. Hill: Laboratory work in civics, p. 256-60. 16. J. A. Woodburn: Teaching citizenship, p. 260-68. 17. I. O. Foster: Some fundamentals in the teaching of history, p. 268-71.
526. **Indiana university, Bloomington, Ind. High school principals' conference, held at Indiana University November 20 and 21, 1925 . . .** Bloomington, Ind., 1925. 77 p. 8°. (*Bulletin of the School of education, Indiana university*, vol. II, no. 2, November 1925.)
- Contains: 1. E. J. Ashbaugh: Use of achievement tests in high schools, p. 3-11. 2. C. W. Odell: The conservation of intelligence in high schools, p. 27-37. 3. H. G. Childs: Providing for individual opportunities, p. 38-42. 4. J. W. Jones: High school summer work in Indiana, p. 43-47. 5. C. D. Kirklín: The administration of athletic funds in Indiana high schools, p. 57-66.
527. **National association of secondary-school principals. Ninth year-book, 1925, ed. by H. V. Church, secretary.** Cicero, Ill., Pub. by the association, 1925. cviii, 209 p. 8°.
- Among the papers contained in this volume are the following: A program of guidance for secondary schools, by Jesse B. Davis. The function of the secondary schools in the program of international understanding, by A. O. Thomas. Current problems of administration in high schools, by C. H. Judd. The curriculum and the seven objectives of secondary education, by C. O. Davis. What becomes of high school principals? by T. H. Briggs. Recent developments in the junior high-school field, by J. M. Glass. A directory of members precedes the papers.
528. ——— **Proceedings of the tenth annual meeting . . .** Washington, D. C., February 22-24, 1926. 260 p. 8°. (Secretary, H. V. Church, J. Sterling Morton High School, Cicero, Ill.) (*Its Tenth yearbook*)
- Contains: 1. O. L. Troxel and L. V. Koos: An analysis of high school record forms, p. 33-57. 2. M. R. McDaniel: Laws against high-school fraternities, p. 58-62. 3. Lucy L. W. Wilson: A new road to freedom in education, p. 90-100. 4. E. U. Rugg: Curriculum making in the field of citizenship, p. 107-121. 5. T. H. Briggs: A neglected phase of the curriculum, p. 132-35. 6. Jessie D. Myers: Ethical guidance as interpreted by the Holmes junior high school, p. 136-48. 7. W. L. Connor: Why mark, and how? p. 149-63. 8. Bernard Ross: The marking system, p. 164-73. 9. J. E. Marshall: How I supervise student organizations, p. 179-83. 10. E. B. Comstock: How I control student organizations, p. 189-96. 11. W. W. Charters: The function of ideals in the high-school curriculum, p. 212-18. 12. Report of the committee on class size, p. 245-54.

529. **Bolton, Frederick E.** Some paramount objectives of secondary education. *Education*, 46: 261-76, January 1926.  
Says that the chief objective should be the development of the highest type of citizenship. Discusses also vocational training and skill.
530. **Bowden, A. O.** Secondary education shortcomings—and a way out. *Journal of education*, 102: 541-45, December 3, 1925.
531. **Clement, John Addison.** Principles and practices of secondary education. New York, The Century co. [1925] xxi, 503 p. diags. 8°. (The Century education series.)  
This book deals with the training of high school teachers, the learning process of the high-school pupils, the general historical development of European and American secondary education during the nineteenth century, the reorganization of secondary education, curriculum building, the organization and administration of the program of studies, the organization and administration of the correlated activities of the high school.
532. **Davis, Calvin O.** Our secondary schools; a comparative study of the public and non-public schools accredited by the North Central association of colleges and secondary schools. [Chicago?] The Association, 1925. 79 p. incl. tables. 8°.
533. **Edmonson, J. B.** New problems in secondary education with special reference to organization, administration and supervision. Bloomington, Ill., Public school publishing company [1926] 84 l. 4°. (Educational problem series ed. by G. M. Whipple no. 10, an extension of no. 2)
534. **Evans, A. W.** High school costs in Texas in 1924. *School review*, 34: 95-111, February 1926.  
A study to determine the costs of instruction in the different subjects taught in the high schools of Texas during the school years 1923-24.
535. **Hanus, Paul H.** Opportunity and accomplishment in secondary education. *School review*, 34: 255-76, April 1926.  
Historical sketch of methods and activities of secondary schools in this country and in Europe.
536. **Hollaway, J. B.** The organization and administration of the high school. *Kentucky school journal*, 4: 5-10, November 1925.
537. **Hollman, A. H.** High-school service for national welfare. *Educational review*, 69: 187-93, April 1925.  
Second installment of Dr. Hollman's history of democratization of high school. To be continued.
538. **Hughes, J. M.** A study in high school supervision. *School review*, 34: 112-22, 192-98, February, March 1926.  
Study based on data obtained from 451 teachers of schools widely distributed geographically and ranging in enrollment from 30 pupils to more than 3,000.
539. **Hughes, W. Hardin.** Personality traits and the college success of high-school graduates. *California quarterly of secondary education*, 1: 225-36, January 1926. tables, diags.
540. **Hunt, Thelma.** Overlapping in high school and college again. *Journal of educational research*, 13: 197-207, March 1926.  
Study based on data collected from George Washington university and from the high schools of Washington, D. C.
541. **Johnson, Franklin W.** The administration and supervision of the high school. Boston, New York [etc.] Ginn and company [1925] vii, 402 p. tables, forms. 12°.  
This volume covers comprehensively the duties of the high-school principal and staff, and the organization and administration of high schools. It also discusses the aims of secondary education, and the relations of the high school to the elementary school and college.
542. ——— A checking list for the selection of high-school textbooks. *Teachers college record*, 27: 104-8, October 1925.

543. **Kent, Raymond Asa.** Do high school students succeed in college? Christian student, 24: 7-9, February 1926.

A study made of one class of seventeen, ten years after graduation, when it was found that "each was doing the thing which had characterized him best while he was in high school."

544. **Kinslow, Alice.** High school equipment, library and teaching devices. Kentucky school journal, 4: 11-18, November 1925.

545. **Koos, Leonard V.** Overlapping in high school and college. Journal of educational research, 11: 322-36, May 1925.

Discusses the question with reference to two subjects, namely, chemistry and economics.

546. **Michell, Elene M.** Planning the high-school output. Educational review, 69: 237-40, May 1925.

Advocates graduation after five years of high school in a course which shall include working and earning, afternoons or Saturdays, in an actual business establishment under the general supervision of a school official.

547. **Morrison, Henry C.** The practice of teaching in the secondary school. Chicago, Ill., The University of Chicago press [1926] viii, 661 p. tables, diagrs. 8°.

The writer says that the true function of the secondary school is to train pupils how to study, developing in them the inclination to attack their world through study, and finally enabling them to formulate their own problems and study at the level of self-dependence. In this connection, emphasis is laid upon the importance of forming right habits of reading.

548. **Odell, C. W.** High-school marking systems. School review, 33: 346-54, May 1925.

A study of marking systems used in several hundred of the high schools of Illinois.

549. **Patty, W. W.** Conditions of admission and membership in public secondary schools. American school board journal, 71: 43-45, November 1925.

Charts are given for states, showing legislation concerning negro segregation, etc.

550. **Proctor, William M.** The high school's interest in the methods of selecting students for college admission. School and society, 22: 441-48, October 10, 1925.

Address before the California High-school principals' convention, Santa Barbara, April 8, 1925.

551. **Sass, Dorothy M.** Student service in the high school. School review, 33: 661-70, November 1925.

Discusses services that may be rendered by students, such as relief of secretaries in office; management of corridors; help in session rooms, library, study hall, study rooms, etc.

552. **Smith, Eugene B.** Vitalizing secondary school instruction. School and society, 21: 667-74, June 6, 1925.

553. **Stevenson, P. B.** Factors to be considered in determining the high school student load of instruction. Educational research bulletin (Ohio state university) 4: 267-72, 278, September 23, 1925.

Reprinted in High school quarterly, 14: 81-86, January 1926; High school teacher, 1: 319-21, November 1925.

554. **Thayer, V. T.** Present tendencies in secondary education. Educational administration and supervision, 11: 433-46, October 1925.

Says: "The secondary school is the last unit in our public educational system to undergo a thorough reorganization."

555. **Uhl, Willis L.** Principles of secondary education; a textbook for students of education based upon writings of representative educators. New York, Newark [etc.] Silver, Burdett and company [1925] xii, 692 p. 12°.

This volume makes four distinct contributions: first, an organized collection of selected readings by authorities in secondary education; second, comprehensive lists of principles of secondary education based upon the best current writings; third, a sufficient variety of educational literature to enable an approach to each chapter by the problem method; and fourth, supplementary discussions designed to guide students successfully through a large body of professional reading. Papers on secondary education in foreign countries as well as in America are included.

56. **Uniform marking system for the high schools of Michigan.** Michigan education journal, 3: 280-81, January 1926.
57. **Waples, Douglas.** A program for the high-school teachers' institute. School review, 34: 199-211, March 1926.

Presents a cooperative study of high-school teaching problems in Clairton, Pa. Shows how to teach pupils, with meagre vocabularies and background, to read English classics with interest and comprehension.

### JUNIOR HIGH SCHOOLS

58. **Makeley, F. S.** Understanding junior-high school pupils. American educational digest, 45: 106-8, November 1925.

59. **Gladfelter, Howard B.** Basic purposes and functions of the junior high school. Education, 46: 139-44, November 1925.

Five outstanding basic functions and purposes are presented.

60. **Glass, James M.** Recent developments in the junior high school field. California quarterly of secondary education, 1: 3-16, October 1925.

61. **Hawkes, Franklin P.** Supervision of teaching in the junior high school. Journal of educational method, 5: 2-7, September 1925.

62. **Lyman, B. L.** The junior high schools of Atlanta, Georgia. School review, 33: 578-93, October 1925.

Five junior high schools are discussed, as also the subjects of the teaching staff, programs of studies, ability grouping, educational and vocational guidance, student self-government, etc.

63. ——— The rural junior high schools of New Hampshire. School review, 34: 175-84, March 1926.

64. ——— and **Cox, Philip W. L., ed.** Junior high school practices; a collection of articles dealing with the junior high school. Chicago, New York, Laidlaw brothers [1925] 215 p. 12°.

Bibliography: p. 208-15.

Contains sixteen papers under the following sections: Purposes and recent developments.—Descriptions of typical schools.—Organization and program.—Pupil activities.—Characteristic results.

65. **Pickell, Frank G.** Ability grouping of junior high-school pupils in Cleveland: Some practical aspects of the problem. Journal of educational research, 11: 244-53, April 1925.

66. **Powers, J. Orin.** Legal provisions and regulations of state departments of education affecting junior high schools. School review, 33: 280-91, April 1925.

67. **Smith, William A.** The junior high school. New York, The Macmillan company, 1925. xiv, 478 p. tables. 12°.

The general discussion of this book centers about certain major aspects of the subject—the historical and comparative background, the pupils, the major purposes, the program of studies, extra-curricular activities, and problems in organization and administration.

### TEACHER TRAINING

568. **American association of teachers colleges.** Year book, 1925. 117 p. 8°. (H. C. Minnich, secretary-treasurer, Oxford, Ohio)

Contains: 1. J. J. Tigert: [Establishing standards for the profession of teaching] p. 16-18. 2. G. W. Fraser: The present status of the teachers college curriculum and what to do about it, p. 25-33. 3. W. P. Morgan: Final report and recommendations with respect to degrees offered by state teachers colleges, p. 43-53. 4. F. L. Whitney: The mill tax method of support for state teachers colleges and state normal schools, p. 54-69. 5. E. S. Evenden: Standards for buildings for normal schools and teachers colleges, p. 70-82. 6. R. S. Newcomb: The general organization of the curriculum in standard four-year teachers colleges, p. 83-98. 7. N. H. Dearborn: The status of the social studies in state teachers colleges and state normal schools, p. 99-107. 8. R. L. Marquis: The unique place of the teachers college in American education, p. 107-14.

569. **Society of college teachers of education.** *Studies in education presented as a basis for discussion at the meeting of the Society at Cincinnati, Ohio, February 1925.* Chicago, University of Chicago press, 1925. 94 p. 8°. (Educational monographs, no. 14).
- Contains: 1. Florence E. Bamberger: A supervisory scheme for evaluating and improving teachers in service, p. 5-15. 2. B. R. Buckingham: The public-school teacher as a research worker, p. 16-22. 3. Charles H. Judd: Laboratory studies of arithmetic, p. 23-28. 4. L. D. Hartson: An experiment with rating scales based upon a tentative functional analysis of the subjects, p. 49-61. 5. H. G. Hullfish: The need for orientation in education, p. 62-72.
570. **Supervisors of student teaching.** [Papers read at the annual meeting, Cincinnati, Ohio, February 23-24, 1925.] 72 p. 8°. (E. I. F. Williams, secretary-treasurer, Heidelberg University, Tiffin, Ohio.)
- Contains: 1. E. S. Evenden: Cooperation of teachers of academic subjects with the training school, p. 3-15. 2. A. R. Mead: Cooperation of academic and professional departments in teacher preparation at Ohio Wesleyan University, p. 29-33. 3. H. G. Lull: Teacher-training in curriculum building, p. 46-58. 4. J. L. Henderson: Some phases of the use of city school systems by student-teachers in colleges and universities, p. 59-61.
571. ——— *Sixth annual session . . .* Washington, D. C., February 22-23, 1926. 96 p. 8°. (E. I. F. Williams, Heidelberg University, Tiffin, Ohio.)
- Contains: 1. F. M. Stalker: Cooperation of departments and training school in supervised teaching, p. 3-7. 2. L. B. McMullen: The service load of the critic teacher in state teachers colleges, p. 8-15. 3. H. L. Miller: The contract plan of assignment and some implications concerning procedure, p. 30-42. 4. L. B. Hill: Opportunities for directed teaching under the Dalton plan, p. 43-49. 5. J. L. Henderson: A statistical study of the use of city school systems by student-teachers in colleges and universities in the United States, p. 50-63. 6. Rosamond Root: The outcomes of supervised student teaching, p. 68-76. 7. A. L. Suhrie: The laboratory school facilities of our teacher-training institutions, p. 77-81.
572. **Avent, Joseph Emory.** *The summer sessions in state teachers' colleges as a factor in the professional education of teachers.* [Richmond, Va., The William Byrd press, inc., 1925] 393 p. tables, forms, diags. 8°.
- This book describes the organization and administration of the summer sessions, and discusses the means of professional education of teachers in the summer sessions of state teachers' colleges. It takes up further the staffs of instruction, and the students attending, functions and relations of the summer session, and ends with conclusions and suggestions.
573. **Blackhurst, J. Herbert.** *Directed observation and supervised teaching.* Boston, New York [etc.] Ginn and company [1925] xii, 420 p. illus., diags. 12°.
- In this textbook for student teachers, the writer offers a complete analysis of the student's activity while observing and practicing, and then arranges each unit of work so that it takes its proper psychological position with respect to the entire program. The student begins by directing his attention to the material side of the classroom, later he observes the physical and mental characteristics of the teacher and pupils, and still later he observes the technique of instruction.
574. **Childs, Hubert G.** *Teacher training for secondary schools.* High school teacher, 1: 316-18, November 1925.
575. **Clark, Robert.** *Teacher training in West Virginia; a discussion of the professional training of teachers in teachers' colleges, normal schools, normal training high schools, and summer schools.* Prepared . . . under the direction of George M. Ford, state superintendent of free schools. [Charleston, W. Va., Tribune printing co., 1925] 29 p. front., illus. 8°. (West Virginia. Department of free schools. Teacher training bulletin no. 5, 1925)
576. **Colorado state teachers college.** *The social and economic background of state teachers college students.* Greeley, Colo., The College [1925] 1 p. l., viii, 59 p. incl. tables. 8°. (On cover: Colorado state teachers college bulletin ser. xxv, no. 6. Sept. 1925. Research bulletin no. 11)

577. **Connecticut schools**, vol. 7, no. 6, February 1926. Teacher-preparation number.  
Contains articles on the Reorganization of normal school education in Connecticut and working out the plan, Contributions of dormitory life, Extra-curricular activities, Evaluation of teacher qualifications, Experimental education, etc.
578. **Connors, F. Herriok and Morrison, J. Cayce.** A contrast of the preparation and work of men and women elementary-school principals. Educational research bulletin, 4: 335-60, November 18, 1925. tables.
579. **Crass, E. A.** Curriculum making for teachers' colleges. Educational administration and supervision, 12: 86-94, February 1926.
580. **Engleman, J. E.** A study of student teaching in state normal schools and teachers colleges. Elementary school journal, 26: 256-63, December 1925.
581. **Evenden, E. S.** Cooperation of teachers of academic subjects with the training school. Educational administration and supervision, 11: 307-19, May 1925.
582. **Fleming, Ella D.** Teachers' health as a result of training and occupation. Nation's health, 7: 519-22, August 1925.  
Says that teachers training schools fail to stress the value of health to teachers.
583. **Frank, J. O.** Fundamentals in teacher-training curricula. Journal of education, 102: 483-87, November 19, 1925.
584. **Gaumnitz, W. H.** Provisions made by colleges and normal schools to give a special type of training to teachers of junior high schools. Educational administration and supervision, 11: 556-71, November 1925.  
"An objective study related to curriculum making for the training of junior high school teachers."
585. **Gordon, F. B. and Wilcox, W. F.** Teacher training in general science. American schoolmaster, 19: 111-16, March 15, 1926.
586. **Hall-Quest, Alfred Lawrence.** Professional secondary education in teachers colleges . . . New York city, Teachers college, Columbia university, 1925. viii, 125 p. 8°. (Teachers college, Columbia university. Contributions to education no. 169)  
Bibliography: p. 122-125.
587. **Health education for student teachers.** Mind and body, 32: 725-28, November 1925.  
A part of the Synopsis of the 1925 Health education conference, Chicago.
588. **Hughes, J. M.** A study of intelligence and of the training of teachers as factors conditioning the achievement of pupils. School review, 33: 292-302, April 1925.  
Second and concluding paper. Discusses the training of the teacher as it conditions the achievement of the pupil.
589. **Hutson, P. W.** The special preparation of teachers of social studies in Pennsylvania. University of Pittsburgh school of education journal, 1: 71-77, March-April 1926. tables.
590. **Judd, Charles H.** The influence of scientific studies in education on teacher-training institutions. Peabody journal of education, 2: 291-300, May 1925.
591. **Keating, M. W.** The training of teachers. Journal of education and School world, 58: 32, 34, 36, January 1926.



592. **Kinder, J. S.** A rating scale for practice teachers. *Education*, 46: 108-14, October 1925.
593. **Kittle, William.** History of the special departments in the normal schools of Wisconsin, 1914-1925. [n. p., 1925] 24 p. 8°.
594. **Marie Paula, Sister.** Talks with teachers. New York, Cincinnati [etc.] Benziger brothers, 1925. 165 p. 12°.
595. **O'Rear, Floyd Barrett.** The duties of the registrar; an analysis of the work of the registrar in schools for training teachers in the United States, with a development of some forms in relation to services rendered. Springfield, Mo., 1925. viii, 173 p. incl. forms, tables. 8°.  
Thesis (Ph. D.)—Columbia university, 1925.
596. **Phillips, Claude A.** The history of teacher training in the South. *Peabody journal of education*, 2: 313-25, May 1925.
597. **Rainey, Homer P.** A study of the curricula of state teachers colleges. *Educational administration and supervision*, 11: 465-72, October 1925.  
"The data for the study were taken from the published bulletins of 71 of the 98 State teachers colleges of the United States giving four-year curricula leading to a degree."
598. **Reavis, William.** A program of professional improvement for teachers. *Seattle grade club magazine*, 7: 9-10, 38, October 1925.
599. **Robertson, M. S.; Phillips, A. E.; Donovan, H. L., and Phelps, Shelton.** A four-year curriculum for the preparation of elementary teachers. *Educational administration and supervision*, 11: 373-93, September 1925.
600. **Rosier, Joseph.** Ten points in building a teachers' college. *Journal of education*, 102: 6-21, July 2, 1925.  
Author is president of State teachers' college, Fairmont, West Va.
601. **Shryock, Richard S.** Teachers colleges and schools of education—competition or cooperation? *Educational administration and supervision*, 12: 170-78, March 1926.  
Has "Notes" at the end of the article, including a bibliography.
602. **Stalker, Francis M.** Cooperation of departments and training school in supervised teaching. *Educational administration and supervision*, 12: 233-37, April 1926.
603. **Touton, Frank C.** A selected and annotated bibliography on professional books in education. *California quarterly of secondary education*, 1: 93-152, October 1925.  
For teachers and principals of secondary schools.
604. **Van Houten, L. H.** Raising and maintaining standards of scholarship in teacher-training institutions. *Educational administration and supervision*, 11: 535-49, November 1925. tables.
605. **Wade, N. A. and Fretz, E. M.** Some practices in the administration and supervision of student-teaching. *Educational administration and supervision*, 12: 124-30, February 1926.  
Says there seems to be a conscious effort to adjust lesson plans to the needs and interests of children.
606. **Wager, Ralph E.** Trends and problems in state-supported teacher-training institutions. *Peabody journal of education*, 3: 9-25, July 1925.  
Reasons are advanced for changing normal schools to teachers colleges; the conflict between the academic and professional subjects in teacher-training institutions; financial support are some of the topics discussed in this article.
607. **West, Roscoe L.** Teacher-training through a demonstration school. *Elementary school journal*, 25: 619-26, April 1925.  
Describes results in Trenton, N. J.

608. **Whitney, Frederick L.** The personnel of State teachers college students. *Teachers' journal and abstract*, 1: 116-20, February 1926.  
Discusses parents of prospective students, economic status of the home, church affiliations, vocational objectives of the students, etc.

### TEACHERS' SALARIES AND PROFESSIONAL STATUS

609. **National league of teachers' associations.** An introduction to the problems of teacher associations and teacher association journalism and publicity. 1925. 96 p. 8°. (Myrtle U. Hooper, secretary-treasurer, 4038 Linden Hills Boulevard, Minneapolis, Minn.)
610. ——— Year book, 1925. 66 p. 8°. (Myrtle U. Hooper, secretary-treasurer, 4038 Linden Hills Boulevard, Minneapolis, Minn.)  
Contains: 1. Elizabeth U. Haney: Teacher participation in school organization and administration, p. 31-43. 2. A. O. Mathias: Group income insurance for teachers, p. 44-48.
611. **Allen, I. M.** Improving the professional status of teachers. *Elementary school journal*, 26: 430-40, February 1926.  
An effort to determine the extent to which the following factors are met by the teaching profession: Service, training, esprit de corps, and the rewards.
612. **Atherton, Nora M.** The need for more mature teachers. *Journal of education*, 102: 375-76, October 22, 1925.  
Holds that the failure of the schools to accomplish all that they should is not altogether a question of changing the course of study, stricter discipline, etc., but in many cases the teachers are too young for responsibilities.
613. **Bohn, Frank.** \$50,000 for professors. *Forum*, 74: 491-501, October 1925.  
A plea for higher salaries for university professors.
614. **Brooks, Wendell S.** The college teacher—his expectancy of continuance and of promotion on certain faculties. *Education*, 45: 577-85, June 1925.  
Based upon studies of the following institutions: Beloit, Carleton, Colorado, Grinnell, Knox, and Pomona.
615. **Brown, W. Campbell.** The freedom of the teacher. London, Selwyn & Blount limited [1925] 4 p. l., 152 p. 12°.
616. **Brownell, William A.** State requirements for high school teachers. *School review*, 34: 295-99, April 1926.
617. **Chancellor, William Estabrook.** Teachers' wages from the viewpoint of economics. *American school board journal*, 71: 37-39, October; 37-39, November; 39-41, December 1925.
618. **Chass, Benjamin P.** America's poorly paid school teachers. *Current history*, 24: 67-72, April 1926.
619. Code of professional standards and ethics. *School and community*, 12: 61, February 1926.  
Code for Missouri teachers.
620. **Crabbs, Lelah Mae.** Measuring efficiency in supervision and teaching. New York city, Teachers college, Columbia university, 1925. vii, 98 p. incl. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education no. 175)  
References and bibliography: p. 9.
621. **Crow, Orin Faison.** The selection of teachers in South Carolina. [Columbia, S. C.] Extension division, University of South Carolina, 1925. 88 p. 8°. (On cover: Bulletin of the University of South Carolina, no. 169, Oct. 15, 1925)  
Bibliography: p. 76-78; references: p. 88.

622. **Edgcombe, V. G.** Why should a young man teach school? *New York state education*, 13: 357-60, February 1926.  
Reasons given for taking up the teaching profession.
623. **Edwards, I. N.** Marriage as a legal cause for dismissal of women teachers. *Elementary school journal*, 25: 692-95, May 1925.  
Says that no court of final-jurisdiction has yet passed on the constitutionality of a statute specifically stipulating marriage as a cause for the dismissal of women teachers.
624. **Estey, J. A.** Group life insurance for professors. *School and society*, 22: 449-53, October 10, 1925.  
Says: "An adequate program of insurance is quite as essential to the well-being of the teaching profession as the establishment of even the most liberal system of pensions."
625. A friendly appeal in behalf of married women teachers. By Mrs. (?) Anonymous, Somewhere. *Washington education journal*, 5: 174-75, February 1926.  
Articles on this subject also appeared in the same journal in January and February, 1923, in the form of a symposium under the caption, "Should a married woman teach?"
626. **Furst, Clyde; Mattocks, Raymond L., and Savage, Howard J.** Retiring allowances for officers and teachers in Virginia public schools . . . New York, 1926. 70 p. 8°. (Carnegie foundation for the advancement of teaching. Bulletin, no. 17)  
A study made at the request of the Virginia state teachers association and the State board of education.
627. **Hosman, Everett M., ed.** State teacher organizations. [University Place, Neb.] National association secretaries state teachers associations, 1926. vi, 206 p. 12°.
628. **Hughes, B. M.** The salaries of college teachers. *School and society*, 22: 243-44, August 22, 1925.
629. **Hughes, W. Hardin.** Comparative study of salaries paid teachers and other school employees. *Educational research bulletin (Pasadena)* 4: 5-22, September 1925. tables.
630. The laureate chapter of Kappa Delta Pi. *School and society*, 22: 167, August 8, 1925.  
Kappa Delta Pi, the honorary educational fraternity, has created a laureate chapter which is exclusively honorary, whose members are to be "men and women who have achieved superlative places in their respective fields of educational service."
631. **Lefkowitz, Abraham.** A study of the rating and the supervision of teachers in public school systems. New York, Teachers union of the city of New York [1925] 43 p. 12°. (A survey of the schools by teachers. no. 4. 1925)
632. **Michigan state teachers' association.** Committee on salaries. Teachers' salaries in Michigan . . . Prepared by the committee on salaries. Clifford Woody, chairman. [Lansing, 1925] 137 p. incl. tables. 8°. (Bulletin no. 5)
633. **Morgan, Joy E.** The new teacher. *Journal of the National education association*, 15: 67-68, March 1926.
634. **National education association.** Research division. Public school salaries in 1924-1925. Washington, The Association, 1925. 71 p. diagrs., tables. 8°. Claims to be "the most comprehensive inquiry on public school salaries yet made." It also makes the information on salaries available in the same school year in which the data were gathered.
635. Ohio teachers' code of ethics. *Indiana teacher*, 70: 26, 28, February 1926.

636. **Powers, J. Orin.** The ethics of the teaching profession. *Journal of educational research*, 12: 262-74, November 1925.

Summarizes the various teachers' codes in vogue in the United States, which compare favorably with the codes of other professions. Contains a bibliography.

637. **Riets, H. L.** Report of the Committee on pensions and insurance, on group insurance. *Bulletin of the American association of university professors*, 12: 117-22, February-March 1926.

638. **Tiegs, E. W.** How shall we select our teachers? *American school board journal*, 70: 37-39, June 1925.

Six methods used in employing teachers in the thirty largest cities of the United States are described in this article.

639. ——— The rating of principals. *American school board journal*, 72: 43-45, 144, March 1926.

640. **Wright, Charles B.** A teacher's avocations. *Middlebury, Middlebury college press*, 1925. xii, 191 p. 12°.

### HIGHER EDUCATION

641. **American association of collegiate registrars.** *Proceedings . . . April 14-16, 1925.* 275 p. 8°. (J. G. Quick, secretary, University of Pittsburgh, Pittsburgh, Pa.)

Contains: 1. D. A. Robertson: Educational foreign exchange, p. 19-32. 2. C. H. Maruth: Machine methods applied to the compilation of collegiate statistics, p. 40-53. 3. J. B. Edmonson: The junior high school and college entrance requirements, p. 58-74. 4. R. M. West: Registrarial cooperation in educational research, p. 81-92. 5. H. H. Armsby: A uniform method for reporting grades of student organizations, p. 103-12. 6. Mary E. Poole: An experimental measurement of the university load on total time consumed, p. 114-31. 7. Report of the committee on educational research, p. 141-54. 8. Mary T. Moore: The honor system, its extent and application, p. 157-65. 9. J. A. Campbell: The registrar's office as a source of reports for administrative and executive use, p. 189-200. 10. J. C. Littlejohn: Personal rating systems, p. 208-29. 11. J. H. Newlon: Curriculum revision movement, p. 229-40.

642. **Association of American colleges.** Addresses at the eleventh annual meeting. January 8-10, 1925. Pub. by the Association of American colleges, 111 Fifth Avenue, New York, N. Y. 172 p. 8°. (*Its Bulletin*, vol. 11, no. 2, April 1925) (Robert L. Kelly, executive secretary)

Contains: 1. Graham Taylor: The social and civic responsibility and opportunity of American colleges and their graduates, p. 63-76. 2. J. B. Johnston: How shall the college discharge its obligation to society, p. 84-99. 3. F. P. Keppel: The place of the arts in American education, p. 100-5. 4. Y. Tsurumi: Higher education and world relations, p. 121-31. 5. Debate—Resolved, That the Sterling Bill, providing for a Department of education and a federal subsidy for education in the states, should become law. Affirmative—G. D. Strayer, p. 141-68. Negative—C. H. Judd, p. 153-66.

643. ——— The effective college. Lancaster, Pa., Association of American colleges, 1926. p. 104-248. 8°. (*Its Bulletin*, vol. 12, no. 3, May 1926). (Robert L. Kelly, executive secretary, 111 Fifth Avenue, New York, N. Y.)

Contains: 1. Harlan Updegraff: The unit size of an effective college, p. 109-17. 2. R. B. von Klein-Smid: Items which condition the efficiency of the American college with special reference to the size of the student body, p. 118-29. 3. W. O. Miller: The business administration of an effective college, p. 135-43. 4. F. W. Reeves: What should education cost in an effective college? p. 144-55. 5. A. L. Jones: Personnel technique in an effective college, p. 163-73. 6. L. B. Richardson: The curriculum in an effective college, p. 176-86. 7. J. S. P. Tatlock: The comprehensive examination, p. 211-21. 8. E. H. Wilkins: Faculty-student cooperation, p. 223-30. 9. H. J. Savage: Athletics in an effective college, p. 231-41.

Includes papers presented at the twelfth annual meeting, New York City, January 14-16, 1926.

644. **Association of American universities.** Journal of proceedings and addresses of the twenty-sixth annual conference, held at the University of Minnesota, October 31 and November 1, 1924. [Chicago, Ill.] The Association [1925] 98 p. 8°.

Contains: 1. R. H. Keniston: Co-operation among universities in the development of different departments of study, p. 46-51. 2. F. J. E. Woodbridge: Maintaining standards without excessive standardization, p. 51-58. 3. R. L. Wilbur: Maintaining standards without excessive standardization, p. 59-65. 4. H. W. Chase: Making a university faculty, p. 65-68. 5. W. J. Gies: Dental education and graduate study and research, p. 69-76. 6. J. B. Johnston: New demands for differential treatment of students in the college of liberal arts, p. 76-85. 7. A. H. Daniels: Preliminary examinations for the doctorate, p. 86-88. 8. Otto Heller: Neglected linguistic prerequisites for the degree of Ph. D., p. 88-93. 9. Edwin Greenlaw: Recent movements for co-operative research in the humanities, p. 93-96.

645. ——— Journal of proceedings and addresses of the twenty-seventh annual conference . . . October 29-31, 1925. 88 p. 8°. (Alfred H. Lloyd, secretary, University of Michigan, Ann Arbor, Mich.)

Contains: 1. Wilbur L. Cors: The two functions of the graduate school, p. 34-41. 2. L. B. Richardson: The liberal college and vocationalism, p. 41-50. 3. C. E. Seashore: The placement examination as a means for the early discovery and motivation of the future scholar, p. 50-56. 4. Vernon Kellogg: Fellowships for holders of the doctor's degree, p. 56-60. 5. Frank Aydelotte: Opportunities and dangers of educational foundations, p. 60-64. 6. F. P. Keppel: Opportunities and dangers of educational foundations, p. 64-72.

646. **Association of colleges and secondary schools of the middle states and Maryland.** Proceedings of the 38th annual meeting . . . November 28-29, 1924. 89 p. 8°. (George W. McClelland, secretary, University of Pennsylvania, Philadelphia, Pa.)

Contains: 1. Wilson Farrand: What secondary school subjects are really fundamental in preparation for college work? p. 14-22. 2. O. W. Caldwell: Wanted—a new spirit in science teaching, p. 30-37. 3. H. E. Hawkes: The use of general intelligence tests in college, p. 46-53. 4. C. Mildred Thompson: The freshman: course of study, teachers, and general guidance, p. 56-61. 5. P. T. Walden: The freshman: his course of study, his teachers, and his general guidance, p. 61-66.

647. **Association of colleges and secondary schools of the Southern States.** Proceedings of the thirtieth annual meeting . . . Charleston, S. C., December 1-4, 1925. Emory University, Ga., Banner Press [1926] 375 p. 8°. (Theodore H. Jack, secretary-treasurer, Emory University, Ga.)

Contains: 1. R. M. Sealey: Report of the committee on the junior high school, p. 98-156. 2. Jos. Roemer: Failures in secondary schools, p. 207-303. 3. S. V. Sanford: College athletics, p. 312-25. 4. Walton C. John: Some conceptions of the college curriculum, p. 327-36. 5. V. L. Roy: The establishment of a classification for normal schools and teachers colleges, p. 336-43.

648. **Association of governing boards of state universities and allied institutions.** Proceedings . . . Columbus, Ohio, November 19-21, 1925. 112 p. 8°. (D. W. Springer, secretary, Ann Arbor, Mich.)

Contains: 1. J. W. Barnes: Report of conference on academic freedom and tenure, p. 20-23. 2. D. W. Springer: Committee organization in state governing boards, p. 27-32. 3. F. E. Lee: Contract relations between university teachers and administrative officers, p. 32-48; Discussion, p. 49-56. 4. John Callahan: Wisconsin success in university extension and correspondence courses, p. 72-79. 5. O. W. Caldwell: Some of the educational problems of American higher education, p. 79-87. 6. E. B. Stevens: The need of statistics in university administration, p. 107-12.

649. **Association of university and college business officers.** [Proceedings of the] fifteenth annual meeting . . . Columbia, Mo., May 22-23, 1925. 153 p. f°. (W. H. Bates, secretary-treasurer, State University of Iowa, Iowa City, Iowa.)

Contains: 1. L. J. Chasse: Student loans and how they should be administered, p. 14-23. 2. S. W. Smith: The making of a university budget, p. 50-63. 3. D. L. Halverson: The management of dormitories and commons, p. 64-74; Discussion, by H. B. Ingalls, p. 75-76; Discussion, by J. C. Christensen, p. 77-78. 4. R. G. Sproul: Business administration of university branches, p. 98-112. 5. Lloyd Morey: Analysis of university expenditures, p. 113-29; Discussion, by W. T. Middlebrook, p. 130-37. 6. H. S. Ford: Unit educational costs, p. 138-49.

650. **National association of state universities in the United States of America.** Transactions and proceedings . . . Vol. 22, 1924, Annual meeting . . . Chicago, Ill., November 10-11, 1924. 122 p. 8<sup>b</sup>. (Harry W. Chase, secretary-treasurer, Chapel Hill, N. C.)

Contains: 1. David Kinley: The curriculum and some of its consequences, p. 19-32. 2. L. D. Coffman: Major problems of the freshman year, p. 33-43. 3. F. L. MoVey: Objectives of a public system of education, p. 45-52. 4. J. W. Fessler and R. M. Hughes: Functions of boards of trustees, p. 61-74.

651. ——— Transactions and proceedings . . . Chicago, Ill., November 16-17, 1925. 123 p. 8°. (Harry W. Chase, secretary-treasurer, Chapel Hill, N. C.)

Contains: 1. E. H. Lindley: The universities and the people, p. 19-27. 2. F. J. Kelly: The recent actions of certain standardizing agencies dealing with university organization and instruction, p. 27-42. 3. W. E. Wickenden: Educational project of the Society for the promotion of engineering education, p. 42-50. 4. Frank Aydelotte: Honors courses in American colleges and universities, p. 51-65. 5. David Kinley: Freedom of the university, p. 66-71. 6. W. O. Thompson: Relation of state universities to the public, p. 84-94.

652. **North central association of colleges and secondary schools.** Proceedings of the 30th annual meeting, March 19, 20, and 21, 1925, Chicago, Ill. Part I. Pub. by the Association, 1925. 140 p. 8°. (J. B. Edmonson, secretary, University of Michigan, Ann Arbor, Mich.)

Contains: 1. Proceedings of the Commission on institutions of higher learning, with lists of accredited institutions, p. 10-23. 2. Proceedings of the commission on secondary schools, with list of new schools, p. 30-45. 3. C. O. Davis: Quinquennial report, p. 46-65. 4. T. W. Gosling: Junior high schools, p. 65-87. 5. C. R. Maxwell: Pupil load, including marking systems, etc., p. 87-106. 6. List of accredited secondary schools, p. 106-60.

653. **Alderman, Edwin A.** The present state of higher education in Virginia. Virginia teacher, 7: 1-6, January 1926.

An address delivered before the Virginia educational conference, November 25, 1925.

654. **Andrews, Benjamin B.** The cost of going to college. Teachers college record, 27: 129-41, October 1925.

A bibliography of books and magazine articles is added, annotated, and contents summarized.

655. **Aydelotte, Frank.** The American college of the twentieth century. Association of American colleges bulletin, 12: 7-14, February 1925.

656. ——— Honors courses in American colleges and universities. 2d ed. rev. Washington, D. C., The National research council of the National academy of sciences, 1925. cover-title, 96 p. 8°. (Bulletin of the National research council, vol. 10, pt. 2, no. 52, April, 1925)

657. ——— Honors work in college. Progressive education, 2: 135-38, July-August-September 1925.

States that this work is rapidly spreading, and that the movement is "a kind of declaration of intellectual independence for the students" and one of the most hopeful educational signs of the day.

658. **Barton, Bruce.** Is college worth while? Good housekeeping, 81: 30-31, 164, 166, 169-70, 173-74, 176-79, October 1925.

659. **Beetham, W. N.** College failures, who's to blame? The college, the high school, or the boy. West Virginia school journal, 54: 200, 220, March 1926.

The writer is the registrar at Marshall college.

660. **Bowen, Ezra.** The post-war trend in education. Educational review, 70: 139-41, October 1925.

Says that the sweep toward urban universities is impelled by three forces: The dollar motive; the pressure for more training brought upon established teachers by circumstance and by statute; and the attraction of mere size.

661. **Briggs, Le Baron Russell.** Men, women, and colleges. Boston and New York, Houghton Mifflin company, 1925. 6 p. l., [3]-180 p. 16°.
662. **Brigham, Carl C.** Correlation of the examinations of the College examination board with college standing. *Journal of engineering education*, n. s. 15: 653-89, May 1925.
663. **Chicago. University.** Great university memorials, with a reference to the plans for the development of the University of Chicago. [Chicago] The University of Chicago press, 1925. 29 p. front., plates. 4°.
664. **Cleston, Glen U.** Meeting the need for improved measures to be used in the college guidance program. *Educational administration and supervision*, 11: 489-94, October 1925.
- For a practical application of the principles discussed in this paper, an article by the author on "The predictive value of certain measures of ability in college freshmen," is indicated for early publication.
665. **Coffin, Robert P. Tristram.** Honor courses in colleges. *North American review*, 221: 713-22, June-July-August 1925.
666. **College chapel: its purpose, its accomplishments and its defects.** *Religious education*, 20: 358-62, October 1925.
- Five students of denominational colleges were asked to write their impressions of "What we get, and what we do not get, from chapel services." The above article gives their expressions.
667. **Comfort, W. W.** The choice of a college. New York, The Macmillan company, 1925. vii, 55 p. 24°.
- The president of Haverford College offers this concise discussion of the various aspects of the question of choice of a college, including a technical compared with a cultural course, geographical location of the institution, coeducation, size of a college to be chosen and whether urban or rural, the college endowment, and its religious atmosphere.
668. **Comstock, Ada.** New devices and desires in college life. *American educational digest*, 45: 163-65, 184, 186, December 1925.
- A summary of an address delivered by President Ada Comstock, of Radcliffe college, before the Minnesota teachers' association meeting, November 5-7, 1925.
669. **Costello, Harry T.** College reading and the Trinity college plan. *Publishers' weekly*, 108: 735-37, September 5, 1925.
670. **Davis, Jesse B.** College entrance requirements. *School and society*, 21: 639-43, May 30, 1925.
- Read before the Harvard teachers' association, March 14, 1925.
671. **Edmonson, J. B.** Some policies of the North Central Association of colleges and secondary schools. *School review*, 33: 573-77, October 1925.
- A reply to criticisms on this Association, whose "policies and standards . . . have been grossly misrepresented or misinterpreted in some quarters."
672. **Erakine, John.** The liberal college. *New republic*, 42: 203-5, April 15, 1925.
673. **Evans, Florence.** Guidance in the selection of a college; a pamphlet designed to assist parents, teachers, and students in the selection of a college. Philadelphia, Public education and child labor association of Pennsylvania [1925] 121 p. 8°. (Publication no. 106 of the Public education and child labor association of Pennsylvania, 311 South Juniper street, Philadelphia.)

Discusses the qualifications necessary to a student for success in college, and the information needed for the selection of a college. Part II gives descriptive data for 60 colleges in the Middle States and Maryland, the District of Columbia, and New England.

674. **Flexner, Abraham.** A modern university. *Atlantic monthly*, 136: 530-41, October 1925.

The author proposes to discuss a modern university that differs more or less from anything now called a university in America, while not being a research institute.

675. **Frost, Elliott.** Can we save our colleges from obsolescence? *American review*, 3: 673-82, November-December 1925.

676. **Georgia. University.** The university and the state; a comparative study of the support of American state universities. Athens, Ga., 1926. 24 p. incl. diags., tables. 8°. (*Bulletin of the University of Georgia*, vol. xxvi, no. 2 a, February 1926.)

677. **Gowen, John W. and Gooch, Marjorie.** The mental attainments of college students in relation to previous training. *Journal of educational psychology*, 16: 547-68, November 1925.

Records for the author's data were obtained from the registrar's office of the University of Maine, from 1913 to 1921.

Second article in series, under title "Age, sex, and the interrelations of mental attainments of college students," is in *Journal of educational psychology*, 17: 195-207, March 1926.

678. **Gundlach, Ralph.** A method for the detection of cheating in college examinations. *School and society*, 22: 215-16, August 15, 1925.

679. **Hargitt, Charles W.** The graduate school in modern education. *School and society*, 23: 351-57, March 20, 1926.

Discusses the aim of the graduate school, its faculty, its limitations, and scholarly selection in the graduate school.

680. **Hawkes, Herbert E.** The liberal arts college in a university. *Columbia alumni news*, 17: 334-39, January 22, 1926.

681. **Ho, C. J.** How freshmen find themselves (or don't). *Educational review*, 71: 28-36, January 1926.

Commends the present tendency of advisory systems in colleges and universities.

682. **Hughes, Raymond Mollyneaux.** A study of the graduate schools of America. Oxford, Ohio, Miami university, 1925. 32 p. 8°.

The study was made in collaboration with twenty members of the faculty of Miami university, and read before the Association of American colleges, January, 1926.

683. **Jordan, A. M.** Student mortality. *School and society*, 21: 821-24, December 26, 1925.

The investigation is an effort to throw some light on the problem why so many students leave college.

684. **Kelly, Frederick J.** The American arts college; a limited survey, with the aid of a subvention from the Commonwealth fund of New York. New York, The Macmillan company, 1925. xii, 198 p. tables, forms. 12°.

The survey here reported is a study of actual aims, conditions, and educational practice in a selected group of typical colleges of liberal arts. Some of the topics taken up are college courses and curricula, educational and vocational guidance of students, college methods of teaching, measuring the achievements of college students, and extra-curricula life of the college. The final chapter gives a general summary and conclusions on the topics investigated, and suggests allied subjects for needed research. Dr. Samuel P. Capen contributes an introduction to the volume.

685. **Kelly, Robert Lincoln.** Tendencies in college administration. New York, N. Y. [Lancaster, Pa., The Science press], 1925. xii, 276 p. front., illus. 12°.

Adapted from a course of lectures on American college administration and life given by the author at the Sorbonne in Paris. Emphasizes phases of the subject not characteristic of the French institutions of higher education. The various recent developments in college organization and administration are handled in detail concisely and comprehensively, including the movement to give more recognition to scholarship and to the individual student.



686. **Kephart, A. P.** The problem of college chapel exercises. *Educational review*, 71: 146-52, March 1926.
687. **Kingsley, Julius S. and Williams, Gardner.** An outline for an orientating course for freshmen . . . An experiment in Middlebury college. Middlebury, Vt., 1925. 40 p. 12°. (On cover: Middlebury college bulletin, vol. xx, no. 1)
688. **Kinley, David.** Freedom of the university. *American educational digest*, 45: 245-47, 278, 280, 282, February 1926.  
An address made before the American association of state universities, by the president of the University of Illinois, in which he states that universities must move in advance of public opinion.
689. **Leatherman, Zoe Emily and Doll, Edgar A.** A study of the maladjusted college student. From the Psychological clinic of the Ohio state university. [Columbus, O., The University, 1925.] ix, 56 p. 8°. (The Ohio state university. University studies, vol. II, no. 2, July 30, 1925)  
Bibliography: p. 54-56.
690. **Leuschner, A. O.** Faculty cooperation in university control. *School and society*, 23: 377-83, March 27, 1926.  
Address of the president of the American association of university professors at the meeting December 27-29, 1925, at Chicago.
691. **Lindsay, E. E.** A study in university administration. *School and society*, 22: 381-88, September 26, 1925.  
Discusses salary costs, number of students taught per class, faculty time distribution, changes in the latter, etc.
692. **MacDonald, William.** Academic freedom and university law. *American review*, 3: 191-99, March-April 1925.
693. **Marvin, George.** The answer of Antioch. *Outlook*, 142: 211-13, February 10, 1926.  
Discusses the work of Antioch college.
694. ——— The Iliad of the Illini. The President, the Provost, and the Phenomenon. *Outlook*, 141: 515-18, December 2, 1925.  
The subjects are President David Kinley, Provost and Dean Dr. Kendric C. Babcock, and Captain Harold ("Red") Grange, of football fame.
695. **Mills, John.** What business expects of college men. Selecting and placing college graduates in business. *Nebraska alumnus*, 22: 128-30, March 1926.  
Tells "why we want to employ a college graduate."
696. **Miner, J. B.** A new type of college course. *School and society*, 22: 416-22, October 3, 1925.  
Describes a course on "Conferences on life interests" offered to the sophomores and juniors of the University of Kentucky.
697. **Nicholson, Meredith.** Without benefit of college. *Good housekeeping*, 82: 35, 122, 125-26, 129-31, January 1926.  
An answer to the question as to whether a cultural education is possible for those who can not go to college. The author left school at fifteen years of age, and is "one of the best educated men in America."
698. **Partridge, E. A.** College entrance credentials from the high school point of view. *School review*, 33: 422-27, June 1925.  
Discusses conditions in East high school, of Rochester, N. Y.
699. **Penniman, Josiah H.** Higher education and higher citizenship. *General magazine and historical chronicle*, 28: 11-18, October 1925.  
This periodical succeeds the Alumni register of the University of Pennsylvania.

700. **Peterson, Roy M.** Criticism of the collèges criticised. *Journal of education*, 101: 548-50, May 14, 1925.  
Observations on an address before the Department of Superintendence.
701. **Found, Boscoe.** The prospects of the American university. *Indiana university alumni quarterly*, 12: 265-82, July 1925.  
Also in *School and society*, 22: 217-20, August 22, 1925.  
Says that society calls upon the university to give the widest possible training to the largest possible proportion of the population charged with the conduct of its affairs.
702. **Beeder, Ward G.** How to write a thesis. Bloomington, Ill., Public school publishing company [1925] 136 p. tables, diags. 16°.  
This manual contains directions covering the selection and planning of content; collection, organization, and interpretation of material; and arrangement, composition, and typography of the thesis, including tables and charts.
703. **Research in American colleges.** *Bulletin of the American association of university professors*, 11: 300-5, October 1925.
704. **Rogers, James H.** Revolutionizing college environment with an honors system. *School and society*, 22: 127-32, August 1, 1925.  
Benefits of the "Honors" and "Non-honors" student plan.
705. **Schairer, Reinhold and Hoffmann, Conrad, jr., ed.** *Die universitätsideale der kulturvölker.* Leipzig, Quelle & Meyer, 1925. xvi, 125 p. 8°. (Schriftenreihe des weltstudentenwerkes des christlichen studentenweltbundes, Band 1).  
This publication is sponsored by the World's student Christian federation. It presents characteristics of higher education in the principal European countries, India, China, and the United States, by a standard native authority in each case. The article on university ideals in the United States is contributed by Prof. Mary R. Ely, of Vassar college, Poughkeepsie, N. Y.
706. **Schultz, Norma.** High scholarship pays. *Illinois alumni news*, 4: 62, November 1925.  
A study made in records of "successful" graduates in the Illinois state university, and Purdue university.
707. **Stearns, Alfred E.** The colleges and the secondary schools. *Harvard alumni bulletin*, 28: 750-54, March 25, 1926.  
An address before the Harvard club of Boston, March 3, 1926.
708. **Thwing, Charles F.** Higher education to safeguard democracy. *Current history*, 21: 849-54, March 1925.
709. **Trow, William C.** More dangers of the doctorate. *Educational review*, 70: 254-59, December 1925.  
A study based on a questionnaire sent to the graduate students actually registered as candidates for the degree of doctor of philosophy in the faculties of political science, philosophy, and pure science of Columbia university in 1923. "The returns," says the writer, "reveal the appalling narrowness and underdevelopment of those who are in training for professorships."
710. **White, Arthur C.** Dartmouth's reform in college education. *Current history*, 22: 766-69, August 1925.
711. **White, C. L.** The freshman. *Educational administration and supervision*, 12: 95-104, February 1926.
712. **Whitener, Thomas A., comp.** College education and professional opportunity. Chapel Hill, N. C., The University of North Carolina press [1925] 63 p. 8°. (University of North Carolina extension bulletin, vol. v, no. 4, October 16, 1925.)
713. **Zook, George Frederick.** The contribution of the municipal university. *School and society*, 23: 121-32, January 30, 1926.  
The inaugural address of the president of the Municipal university of Akron, January 22, 1926.

## JUNIOR COLLEGES

714. **American association of junior colleges.** Proceedings of the fifth annual meeting . . . Cincinnati, Ohio, February 20-21, 1925. 117 p. 8°. (Doak S. Campbell, secretary-treasurer, Central College, Conway, Ark.)
- Contains: 1. George F. Zook: Is the junior college a transitory institution? p. 8-13. 2. B. M. Woods: Accrediting junior college work in California, p. 34-41. 3. H. G. Noffsinger: The American association of junior colleges as accrediting agency, p. 42-44. 4. Report of the committee on standards, p. 44-61. 5. Will C. Wood: Success of the public junior college in California, p. 63-67. 6. R. G. Cox: The justification of the private school, p. 71-75. 7. R. J. Leonard: Contribution of a study of occupational levels to junior college policy, p. 94-101.
715. **Junior colleges.** Journal of engineering education, n. s. 16: 333-46, December 1925.
- A symposium, by George F. Zook and L. W. Clark.
716. **Koos, Leonard V.** The junior-college movement. Boston, New York [etc.] Ginn and company [1925] xii, 436 p. tables, diagrs. 12°.
- The author gives a comprehensive evaluation of the junior college, setting forth his conception of the basic principles of guidance in its development. The book takes up three main types of junior colleges—public, State, and private—and also describes the junior college in universities as a fourth related type.
717. **Leonard, Robert J.** Professional education in junior colleges. Teachers college record, 26: 724-33, May 1925.
- An address given before the National association of junior colleges, February 1925.
718. **Marshall, Thomas Franklin.** The junior-college movement. High school teacher, 1: 276-77, 287, October 1925.
- An interesting study of the development of junior colleges, and what is expected in the future, by the president of Glendale junior college, Glendale, Ohio.
719. **O'Brien, F. P.** College standards and a public junior college. [Lawrence, Kan., The University of Kansas, 1926] cover-title, 23 p. illus. 8°. (Kansas studies in education, vol. I, no. 4. Bulletin of the University of Kansas, vol. 27, no. 5, March 1, 1926.)
720. ——— Planning a public junior college. American educational digest, 45: 99-102, 132, 134-35, November 1925.
- Impartial investigation urged—type city used as basis of report—definite standards proposed—outline of procedure—a study organized and presented [by the writer.]
721. **Wilbur, Bay Lyman.** The junior college: a message. Sierra educational news, 22: 147-50, March 1926.
- A report on California junior colleges.

## FEDERAL GOVERNMENT AND EDUCATION

722. **Judd, Charles H.** A new bill providing for a federal department of education. Elementary school journal, 26: 13-17, September 1925.
- Gives an explanation and the full text of the bill.
723. **The new education bill.** Journal of the National education association, 15: 55-56, February 1926.
- A brief description of the plan for a Department of education, with a secretary in the President's Cabinet, and the text of the Curtis-Reed bill.
724. **The proposed Federal education department.** Educational measurement review, 2: 5-6, March 1926.
- "What the proposed federal department promises for educational research. The new department will foster the scientific study of child development."

725. **Strayer, George D.** A proposal for a bill to create a Department of education. Boston teachers news-letter, 14: 29, 31, 33, 35, October 1925.

Deals with the history of the movement, the omission of Federal aid from this bill, the principles embodied in the bill, the need of a Department, not involving Federal control of education, and the Department of education as a fact-finding and fact-distributing agency.

726. ——— A proposal for a new education bill. Journal of the National education association, 14: 225-26, October 1925.

Gives reasons in favor of the bill, and a brief summary of the bill.

727. **United States. 69th Congress. First session.** Joint hearings before the Committee of education, and labor, U. S. Senate, and the Committee on education, U. S. House of representatives . . . on S. 291 and H. R. 5000, Bill to create a department of education and for other purposes, and S. 2841, A bill to create a department of public education to authorize appropriations for the conduct and maintenance of said department and for other purposes. February 24, 25, and 26, 1926 . . . Washington, Government printing office, 1926. 410 p. diags. 8°.

### SCHOOL ADMINISTRATION

728. **National association of public school business officials.** Proceedings of the fourteenth annual meeting . . . Kansas City, Mo., May 18-22, 1925. 143 p. 8°. (John S. Mount, secretary, Trenton, N. J.)

Contains: 1. J. S. Mullan: Standardization and distribution of supplies and equipment, p. 25-32. 2. T. O. Holy: Economies resulting from schoolhouse planning, p. 40-48. 3. A. H. Bell: Matters of correct accountability for public school systems, p. 50-56. 4. J. G. Fowlkes: A state program of school accounting, p. 90-103. 5. E. S. Hallett: Significant recent progress in heating and ventilating design, p. 103-10.

729. **National league of compulsory education officials.** Proceedings, 1925. 110 p. 8°. (George L. Harding, secretary, Akron, Ohio.)

Contains: 1. W. L. Bodine: The national increase in crime—the cause and the cure, p. 10-14. 2. G. L. Harding: The twelve-month school year—summary of advantages and objections, p. 32-35. 3. Austin Finley: Organization and legislation of compulsory attendance, p. 36-41. 4. Frank M. Phillips: Why attend school anyway? p. 61-67. 5. J. W. Hobbs: Truancy—its diagnosis and cure, p. 88-92.

730. **Bruère, Robert W.** The Supreme court on educational freedom. Survey, 54: 379-81, July 1, 1925.

Discusses the recent decision of the Supreme court on the Oregon law.

731. **Chancellor, William Estabrook.** On selecting school superintendents. American school board journal, 71: 37-38, 139, July 1925.

732. A county unit of school administration. Supplementary material for the High school discussion league. Indiana university, Extension division, Bloomington, Indiana, February, 1926. 52 p. 8°. (Bulletin of the Extension division, Indiana university, vol. xi, no. 6, February, 1926.)

733. **Engelhardt, Fred.** The balance-sheet in public school reports. American school board journal, 71: 40-42, 149-50, August 1925.

Author wishes to direct interest among "the financial authorities of school districts to the consideration of the principles of financial reporting which have been standardized for general business purposes."

734. **Haggerty, M. E.** Training the superintendent of schools. Minneapolis, Minn. [1925] 29 p. 8°. (Bulletin of the University of Minnesota, vol. xxviii, no. 17, April 6, 1925. College of education. Educational research bulletin.)

735. **Heck, A. O.** Enrollment and attendance figures in the annual reports of city superintendents. Educational research bulletin (University of Ohio) 4: 298-304, October 7, 1925. tables.

736. **Kirk, H. H.** The beginning superintendent and his board of education. American school board journal, 72: 45-47, February 1926.
737. **McLure, John B.** Some administrative problems of county superintendents. Alabama school journal, 43: 3-4, October 1925.
738. **Moehlman, Arthur B.** Administrative procedure affected by child accounting. Educational administration and supervision, 12: 17-22, January 1926.
739. **Morrison, J. Cayce.** The value of carefully defined rules and regulations covering the work of the school board and the superintendent. American school board journal, 72: 48-50, February 1926.
740. **Patty, W. W.** Provisions for voluntary and compulsory attendance upon public secondary schools. American school board journal, 61: 43-44, December 1925.
741. **Peel, Arthur J.** Simplified school accounting. Milwaukee, Wis., The Bruce publishing company [1925] 118 p. diags., forms. 12°.  
This small volume explains in nontechnical language the features and mode of operation of a simple system of accounting for school boards and committees, which, being established on definite principles and standardized methods, is designed to introduce uniformity in the keeping of school accounts and is sufficiently elastic to be adapted to varying conditions.
742. **Peters, E. F.** Some problems of compulsory education. American school board journal, 71: 55-56, 139, August 1925.  
Reasons for irregular attendance; deficiencies in compulsory education laws; and values of regular attendance.
743. Problems in educational administration; by George D. Strayer—N. L. Engelhardt, and J. R. McGaughy, Carter Alexander, Paul R. Mort, of the staff of Teachers College, and Frank W. Hart, Fletcher Harper Swift, visiting professors in Teachers College, 1924-1925; with the cooperation of many graduate students and superintendents of schools. New York city, Bureau of publications, Teachers college, Columbia university, 1925. xvii, 755 p. tables, diags., maps, plans. 8°.  
This volume contains statements of 116 problems covering various aspects of school administration. About half the problems presented have been tried out in Teachers college courses.
744. **Bisley, James H.** The superintendent's annual report. Elementary school journal, 26: 186-89, December 1925.  
Discusses the proper arrangement and contents of a good report.
745. **Schrammel, H. E.** A quarter of a century in state school administration. American school board journal, 72: 40, 137, February 1926.
746. **Stone, C. W. and Randall, C. E.** The superintendent and his school board. American school board journal, 71: 39-40, October 1925.
747. **Strayer, George D.** Professional training for superintendents of schools. Teachers college record, 26: 815-26, June 1925.  
Holds that superintendents of schools should be provided with definite professional training as much as doctors and lawyers are.
748. **Wilson, Mabel V.** Teacher participation in school administration. Oregon state teachers association quarterly, 8: 20-24, March 1926.

## EDUCATIONAL FINANCE

749. **Benjamin, Harold.** Subject and grade costs in Oregon high schools. Educational administration and supervision, 11: 231-37, April 1925.  
Concludes: (1) That the size of the class and the number of student-hours per teacher are the most potent factors in determining costs; (2) that teachers' salaries, within the limits of this investigation, do not appreciably affect costs.

750. **Burk, Frederick.** Why schooling costs so much. *Survey*, 54: 557-60, 591, September 1, 1925.

This issue is the education number of the *Survey*.

751. **Clark, Harold F.** The effect of population upon ability to support education. [Bloomington, Ind.] 1925. cover-title, 29 p. incl. maps. 12°. (Bulletin of the School of education, Indiana university, vol. II, no. 1.)
752. **Engelhardt, Fred.** Accounting control of the income needs of a school district. *American school board journal*, 71: 39-41, September 1925.
753. **Garvey, Neil F.** The legal status of school bonds. *American school board journal*, 72: 51-52, 52-53, March-April 1926.
754. **Gribble, Stephen Charles.** A technique for the determination of unit school costs. Iowa City, The University [1925] 104 p. tables. 8°. (University of Iowa studies in education, vol. III, no. 1)

On cover: University of Iowa studies, 1st ser., no. 97. July 15, 1925.

755. **Illinois state teachers association. Research department.** School revenues in Illinois; some miscellaneous comments upon the origin, administration, and use of the public school funds in this state. Based upon the findings by the Research department of the I. S. T. A., 1925. [n. p., 1925] 30 p. incl. tables, diags. 4°.

Reprint of three articles on the problem of public school finance, published in the "Illinois teacher" for September, October, and November 1925.

756. **McClinton, J. W.** The school bond campaign. *Midland schools*, 40: 167, 169, February 1926.

Suggests a publicity program, and describes the program of a campaign for new building projects.

757. **Minnesota. University. College of education.** Cost of collecting school taxes in Minnesota. Minneapolis, Minn., 1926. 17 p. incl. tables, diags. 8°. (Bulletin vol. xxix, no. 4, January 27, 1926. Educational research bulletin, January 1926)

758. **Mort, Paul E.** Equalization of educational opportunity. *Journal of educational research*, 13: 90-103, February 1926.

Discusses the question of state aid to education.

759. **New York (State) Governor's commission on school finance and administration.** Message from the governor relative to financing education in cities with report of special commission appointed to study the subject. Albany, J. B. Lyon company, printers, 1926. 1 p. l., 146 p. incl. tables. fold. charts. 8°. (Legislative document 1926, no. 92)

760. **Norton, John K.** Standard of living and standard of educating—have they kept pace? *Journal of educational research*, 13: 22-35, January 1926.

Suggests a method which measures school expenditures in terms of the *purchasing power per unit of services rendered*.

761. **Pittenger, Benjamin Floyd.** An introduction to public school finance. Boston, New York [etc.] Houghton Mifflin company [1925] xvi, 372 p. tables, 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

This manual does not seek to offer a consistent philosophy of public school finance as evolved by its author, but rather to survey and describe the existing state of practice and opinion with reference to the numerous problems involved. It presents a summary of *outline of the problems* presented and of the conclusions offered in the widely scattered literature of educational finance.

762. **Swift, Fletcher Harper.** Studies in public school finance. The Middle West: Illinois, Minnesota, South Dakota, with a supplement on Alaska. The South: Arkansas, Oklahoma, Alabama, Tennessee. Minneapolis, University of Minnesota, 1925. 2 v. tables (partly fold.) diags. 8°. (Research publications of the University of Minnesota. Education series, nos. 3, 4.)

Professor Swift was assisted in the preparation of the volume on the Middle West by Frances Kelley del Plaine and Oliver Leonard Troxel, and in the preparation of the volume on the South by John Harold Goldthorpe.

763. ——— What we may learn from California and Massachusetts about high-school support. *Journal of educational research*, 12: 17-30, June 1925.

Concludes that "an impersonal and unprejudiced survey of the situation must inevitably lead to one conclusion—that the equalization of educational opportunities, school burdens, and school revenues can only come through placing upon the state a larger and larger proportion of the burden of school costs."

764. **Whitney, Frederick L.** The mill-tax method of support for State teachers' colleges and State normal schools. *Educational administration and supervision*, 11: 473-80, October 1925.

"Copies of the complete report of which this is an abstract may be obtained on request" from the American association of teachers' colleges.

## SCHOOL MANAGEMENT

### GENERAL

765. **Anderson, C. J.** Visiting the teacher at work. Case studies of directed teaching; by C. J. Anderson, A. S. Barr, and Maybell G. Bush. New York, London, D. Appleton and company [1925] xvii, 382 p. forms. 12°. (Appleton series in supervision and teaching, ed. by A. S. Barr and W. H. Burton.)

Guidance is offered in this book to the supervisor in the task of visiting the teacher at work. A body of general guiding principles is given, supplemented with concrete case material and summary outline. Illustrations and analyses of preteaching and follow-up conferences, in addition to the common type of supervisory conference, are included.

766. **Barton, W. A., jr.** Pupil reaction to school reports. *School review*, 33: 771-80; 34: 42-53, December 1925, January 1926.

Data obtained through a questionnaire submitted to 1,513 pupils in various high schools of the country.

767. **Burton, W. H.** The making of supervisory programs. *Elementary school journal*, 26: 264-72, 367-75, December 1925, January 1926.

First paper takes up planning as a fundamental principle of supervision. Second paper discusses planning by the building principal, planning for large city system, and steps in planning supervision.

768. **Coxe, Warren W.** A study of pupil classification in the villages of New York state. Albany, The University of the state of New York, 1925. 59 p. tables, diags. 8°. (University of the state of New York bulletin, no. 841, Dec. 1, 1925)

769. **Fowlkes, John Guy.** Teacher and pupil participation in school administration. *Chicago schools journal*, 8: 245-51, March 1926.

From an address delivered before the Chicago division of the Illinois state teachers' association, November 14, 1925.

770. **Gist, Arthur S.** The art of supervision. *Journal of educational method*, 5: 192-96, January 1926.

771. **Gray, Olive.** Making teachers' meetings effective. *Elementary school journal*, 26: 414-27, February 1926.

772. **Hardy, Ruth Gillette and Conklin, Agnes M.** A project for establishing school counselors. Bulletin of high points in the work of the high schools of New York city, 8: 3-7, February 1926.
773. **Hawkes, Franklin P.** Organizing and supervising assembly programs. Journal of educational method, 5: 197-201, January 1926.
774. **Holmes, Chester W.** Assemblies for the elementary school. Elementary school journal, 26: 30-35, September 1925.
775. **Leatherman, Emily.** Anticipating student failures. Educational research bulletin, 5: 11-14, January 6, 1926.
776. **Longnecker, Don. D.** Longer high school periods and a longer day. High school teacher, 2: 16, 21, January 1926.
777. **Miller, Marie E.** The value of honor societies in high schools. High school teacher, 1: 284-86, 291, October 1925.
778. **Mitchell, John C.** Some problems in program-making and classification. Educational research bulletin (Ohio state university) 5: 92-97, 102-3, March 3, 1926.
779. **O'Brien, F. P.** The conditional value of a longer school year in one-teacher schools. Journal of educational research, 13: 104-10, February 1926.  
Investigation made in schools of Kansas. Concludes that the value of an 8-month over a 7-month school year in the one-teacher elementary schools is not evident excepting in grades 7 and 8.
780. **Odell, Charles W.** The assignment of lessons. Urbana, The University of Illinois [1925] 20 p. 8°. (University of Illinois bulletin, vol. xxiii, no. 7, October 19, 1925)  
Bibliography: p. 18-20.
781. **Ferrin, H. Ambrose.** The local status and activities of general supervisors in city schools. Elementary school journal, 26: 345-56, January 1926.  
Study based on data received from 60 cities, ranging in population from 4,000 to more than 100,000.
782. **Pierce, F. H.** What about tardiness? School review, 34: 61-66, January 1926.  
Gives data concerning tardiness in Beverly high school, Beverly, Mass., for school year 1923-24.
783. **Pittenger, B. F.** An argument for supervision. American school board journal, 72: 41-43, 137, February 1926.
784. **Price, E. D.** A plan of classifying pupils. Journal of educational research, 12: 341-48, December 1925.  
Study made in Enid (Okla.) public schools.
785. **Bankin, P. T.** Effectiveness of half-day sessions. Journal of educational research, 12: 1-16, June 1925.  
Discussed from the standpoint of Detroit, Mich. Says that the general effect of half-day sessions is harmful.
786. **Rogers, Don C.** A study of pupil failures in Chicago. Elementary school journal, 26: 273-77, December 1925. tables.
787. **Rogers, James Harvey.** A uniform grading system. School and society, 22: 160-62, August 8, 1925.  
Describes a system worked out for the University of Missouri.
788. **Spain, Charles L.** A new definition of the functions of the supervisor. Elementary school journal, 26: 498-506, March 1926.  
Discusses the plan of supervision which has been in operation in Detroit for several years.
789. **Weber, H. C.** The all-year school; to increase the educated quota. Journal of education, 102: 102-107, August 13, 1925.



790. **Wiley, Will E.** Objective methods in school supervision. *American school board journal*, 71: 55-56, 137, October 1925. tables, diagsr.
791. **Willis, Margaret M.** The National honor society. *School review*, 34: 129-36, February 1926.

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## CURRICULUM MAKING

792. **National education association. Department of superintendence.** Third yearbook, 1925. Research in constructing the elementary school curriculum. Washington, National education association, Department of superintendence, 1925. 424 p. tables, diagsr. 8°.
- Contains: Part I—Need of revision, p. 9-14; Part II—Variations in curricula, p. 17-25; Part III—Curricula problems and their scientific solution, p. 35-306; Part IV—Addenda, p. 267-424.
793. ——— Fourth yearbook, 1926. The nation at work on the public school curriculum. Washington, National education association, Department of superintendence, 1926. 520 p. tables, diagsr. 8°.
- Contains: Part I—Facing the problem of curriculum revision, p. 9-18; Part II—Organizing the teaching profession for curriculum revision, p. 21-54; Part III—Reports of national subject committees, p. 59-450; Part IV—Addenda, p. 451-520.
794. ——— **Research division.** Keeping pace with the advancing curriculum. Washington, National education association, Research division, 1925. 107-99 p. tables, diagsr. 8°. (Research bulletin, vol. 3, nos. 4 and 5, September and November, 1925)
795. **Adams, Jesse E.** The high school pupil and his curriculum. *Educational administration and supervision*, 12: 1-13, January 1926.
- Says that whether we believe the high school should stress the vocational destiny or not, we must admit that most pupils will do their best work on those subjects that they believe will further their life interests.
796. **Bobbitt, Franklin.** Difficulties to be met in local curriculum-making. *Elementary school journal*, 25: 653-63, May 1925.
- Argues that educators should "specialize intensively in education—that is, the right upbringing of human beings—rather than in subjects and the mere thoughtless teaching of subjects."
797. ——— Reorganizing the course of study in English. *Elementary English review*, 2: 233-35, September 1925.
798. **Bode, Boyd H.** Determining principles of curriculum construction. *Educational administration and supervision*, 12: 217-28, April 1926.
799. **Briggs, Thomas H.** A partial bibliography on curricula. Selected and annotated. *Teachers college record*, 27: 205-23, November 1925.
- The items have been collected and annotated partly by students in Dr. Briggs' classes, but the entries have been checked and many re-written.
800. **Burdick, Raymond C.** Curriculum and course of study. *American educational digest*, 45: 69-70, October 1925.
- Illustrates by a course of study in arithmetic.
801. **Cook, W. C.** Notes on curriculum offerings. *West Virginia school journal*, 54: 104-6, December 1925.
802. **Counts, George S.** The senior high school curriculum. Chicago, Ill., The University of Chicago [1926] xH, 160 p. incl. tables. 8°. (On cover: Supplementary educational monographs, published in conjunction with the School review and the Elementary school journal, no. 29, February 1926).

803. **Cox, Philip W. L.** Curriculum-adjustment in the secondary school. Philadelphia [etc.] J. B. Lippincott company [1925] viii, 306 p. tables, diags. 12°. (Lippincott's educational guides, ed. by W. F. Russell.)  
Part I of this book deals with the purposes and problems of secondary education, and with the factors that complicate the problem at this time. Part II discusses the procedure and results of scientific method in the field of curriculum-making. Part III presents a series of sixteen guiding principles for the adjustment of the secondary curriculum.
804. Curriculum building illustrated by junior-high school biology. Teaching, 7: 3-44, December 1925.  
The subject constitutes the entire content of the number of the periodical, and is the general plan for constructing the course in the various subjects in biology.
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806. **Davis, Calvin O.** The principles underlying high school curriculum making. American schoolmaster, 19: 103-10, March 15, 1926.
807. **Dondineau, A. L.** Curriculum construction. Michigan education journal, 3: 404-5, March 1926.  
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808. **Douglass, Aubrey A.** The secondary-school curriculum. School and society, 21: 603-9, May 23, 1925.  
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810. **Glaser, Emma and Hawkinson, Ella A.** Curriculum enrichment of the junior high school. Journal of educational method, 5: 206-12, January 1926.
811. **Herriott, M. E.** How to make a course of study in arithmetic. Urbana, The University of Illinois [1925] 50 p. 8°. (University of Illinois bulletin, vol. xxiii, no. 6, October 12, 1925. College of education. Bureau of educational research. Educational research circular no. 37)
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813. **Kenehan, Katherine and Noar, Frances.** Rebuilding the elementary school course in English. Elementary English review, 2: 345-49, December 1925.
814. **Livsey, Rosemary E.** The new curriculum movement and the library. Library journal, 50: 740-42, September 15, 1925.
815. **Loudon, Blanche.** An experiment in enriched curriculum. Journal of educational method, 5: 236-41, February 1926.  
Industrial-arts problem on "How did the colonists live?" as worked out in the Training school, State teachers college, Moorhead, Minn.
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Says that the far-reaching import of fundamental typical projects is now offered as a definite solution to the problem of congestion in school studies.
818. **Moffatt, Mildred.** A second-grade curriculum based on social studies. *Journal of educational method*, 5: 307-13, March 1926.  
Gives an outline of activities of the course.
819. **Monroe, Walter S.** Making a course of study. Urbana, The University of Illinois, 1925. 35 p. 8°. (*University of Illinois bulletin*, vol. xxiii, no. 2. College of education. Bureau of educational research. Educational research circular no. 35)  
Bibliography: p. 18-35.
820. **Morgan, Joy E.** The new curriculum. *Journal of the National educational association*, 14: 269-70, December 1925.
821. **Morrow, Paul B.** The method of curriculum reorganization in the high school. *West Virginia school journal*, 54: 140-42, January 1926.  
Paper read at the High school division meeting of the S. E. A. in November, 1925.
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823. **Rossman, John G.** Programming the enriched curriculum. *Educational review*, 71: 190-96, April 1926.
824. **Bugg, Harold.** The reconstruction of the American school curriculum. A preface. *Teachers college record*, 27: 600-16, March 1926.
825. **Snedden, David.** Planning curriculum research. *School and society* 22: 259-65, 287-93, 319-28, August 29, September 5-12, 1925.
826. **Thomason, C. C.** Use of a planning board in curriculum designing. *Educational administration and supervision*, 11: 481-88, October 1925.
827. **Threlkeld, A. L.** Curriculum revision: how a particular city may attack the problem. *Elementary school journal*, 25: 573-82, April 1925.  
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828. **Waples, Douglas.** Techniques of analysis in constructing the academic high-school course. *Journal of educational research*, 13: 1-9, January 1926.
829. **Warner, Ellsworth.** The curriculum-revision movement: what it's about! *Educational review*, 71: 12-15, 17-20, January 1926.
830. **Wood, Thomas D. and Strang, Ruth.** The making of a course of study in health for a specific situation. *Teachers college record*, 27: 224-47, November 1925.  
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831. **Hoffman, M. Gazelle.** An appraisal of grade examinations. *New York state education*, 13: 376-82, February 1926.  
An attempt to discover the reasons for and against the continuance of grade examinations, the expense involved, and the form they should take, etc.
832. **Morley, E. E.** Final examinations and the effect of exemptions. *High school teacher*, 2: 90-91, March 1926.  
Gives tables for English, Latin, mathematics and history, with the per cent of those exempted

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34. **Schutte, T. H.** Is there value in the final examination? *Journal of educational research*, 12: 204-13, October 1925.

"The study indicates . . . that with the type of students involved in the experiment, the knowledge that there will be a final examination produces worth-while results."

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36. **Black, A. E.** Extra-curricular activities in the city and exempted-village high schools of Ohio. *Educational research bulletin (Ohio state university)*, 5: 131-35, March 31, 1926. tables.
37. **Brown, J. Malcolm.** Extra-curricular activities in a junior high school. *High school teacher*, 1: 322-24, 326, 335, November 1925. illus.
38. **Chapin, F. Stuart.** Extra-curricular activities of college students: a study in college leadership. *School and society*, 23: 212-16, February 13, 1926. tables.
39. **Clark, Thomas Arkle.** Shall I join a fraternity? *Delta chi quarterly*, 22: 13-16, September 1925. illus.
40. **Engelhardt, N. L. and Grill, G. W.** Internal school accounting for extra-curricular activities in public schools. *Teachers college record*, 26: 753-64, May 1925.

A method of keeping internal school accounts is outlined in this article.

41. **Foster, Charles B.** Extra-curricular activities in the high school. Richmond, Va., Johnson publishing company [1925] xiii, 222 p. front., plates, diagr. 12°.

In view of the great interest now deservedly prevailing in extra-curricular activities in the high school, the author has collected the previously scattered material on the subject into this convenient manual for the use of teachers, principals, and students of education. In the main, the book deals with the general administration and supervision of extra-curricular activities, typical clubs, student participation in high school control, the school assembly, social functions, high school publications, guidance of students, and school athletics. Underlying principles rather than detailed practices are given.

42. **Fretwell, Elbert K.** The place of extra-curricular activities in education. *School and society*, 21: 633-39, May 30, 1925.

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43. **Grimes, J. O.** An accounting system for the extra-curricular activities in the Ypsilanti high school. *American schoolmaster*, 18: 294-99, September 1925. forms.

44. **Hawkes, Franklin P.** Organization and supervision of extra-curricular activities. *Journal of educational method*, 5: 119-28, November 1925.

45. **Holch, A. E.** The administration of student activities. *Educational review*, 70: 6-10, June 1925.

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47. ——— Social life of the high school. *Educational review*, 71: 152-57, March 1926.

848. **Holch, A. E.** Student activities in the high school. *Education*, 45: 606-18, June 1925.  
Study based on questionnaire sent to superintendents and principals in Nebraska and Colorado.
849. **Jones, Gertrude.** Three principles underlying the administration of extra-curricular activities. *School review*, 33: 510-22, September 1925.  
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850. **Keller, W. K.** Extra-curricular activities; their purpose, method, value. *Alaska school bulletin*, 8: 1, 3, December 1925.  
Conditions described in Alaska.
851. **Kent, E. A.** The relation of extra-mural activities to the curriculum. *Social science* (Winfield, Kans.) 1: 45-54, November 1925.  
This is a discussion of extra-curricular activities in various institutions, read as a paper at the 75th anniversary, "Conference on the small college," held at Illinois Wesleyan university, April 15-16, 1925.
852. **Mast, Ivan L.** Finding time for extra-curricular activities in consolidated schools. *Journal of rural education*, 5: 172-77, December 1925.  
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853. **Perkins, Glen O.** High school fraternities again. *School review*, 34: 277-80, April 1926.  
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854. **Skinner, Avery W.** Problems of extra-curricular activities. *American educational digest*, 45: 147-49, 192, December 1925.
855. **Terry, Paul W.** Administration of extra-curriculum activities in the high school. *School review*, 33: 734-43; 34: 15-24, December 1925-January 1926.
856. **Whitney, E. B.** Fraternities and sororities composed of minors attending high school. *American school board journal*, 71: 41-43, October 1925.  
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857. **Wise, J. Hooper and Boemer, Joseph.** A study of the extra-curricular activities in the public high schools of Florida. [Gainesville, Fla., 1925] 198 p. tables. 8°. (Florida. University. Teachers college. University record, vol. xx, no. 1, June, 1925. Extra no. 4)  
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859. **Goaling, Thomas W.** The adjustment of the duties of the supervisor to those of the principal. *Elementary school journal*, 26: 18-21, September 1925.
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862. **Weber, S. E.** The principal and his school. *Journal of the Louisiana teachers' association*, 3: 30-34, January 1926.

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864. **Douglas, Helen Holly.** Student government at Winlock high school. *Washington education journal*, 5: 173-74, February 1926.  
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865. **Geiger, J. E.** The educational value of the honor system. *School and society*, 21: 516-22, May 2, 1925.
866. **Koepke, W. C.** Student participation in school government in an elementary school. *Journal of educational method*, 5: 202-5, January 1926.
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872. **Best, Everett J.** One-teacher school buildings; their construction, equipment, and care. *Journal of rural education*, 5: 113-19, November 1925.
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This book deals with the steps in planning and constructing a school building, determination of the schedule of rooms, choice of the general plan, capacity of instruction rooms, and of library and study halls, detecting waste in the plan, State regulations, illumination, safety to life, specifications, estimating cost, and planning gymnasiums and their accessories.
875. **Questions and answers on practical problems of college architecture.** *Association of American colleges bulletin*, 11: 269-300, November 1925.  
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Bibliography: p. 189-204.
880. ——— School lighting as a factor in saving sight; based upon the American standard code of lighting school buildings prepared and issued under the joint sponsorship of the Illuminating engineering society and the American institute of architects and approved by the American engineering standards committee . . . Pub. by permission by the Eye sight conservation council of America. New York city [1925] 19 p. illus. 8°. (Eye sight conservation bulletin 6)
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883. **Kelley, Eugene B.** The part of state health departments in school hygiene programs. *American journal of public health*, 15: 673-79, August 1925.
884. **Kerr, James.** School vision and the myopic scholar; a book for teachers and school workers. London, G. Allen & Unwin, ltd. [1925] 159 p. illus., plates. 12°.
885. **Lawes, Estella.** Methods of teaching sight-saving classes. New York, N. Y., The National committee for the prevention of blindness, inc., 1926. iii, 60 p. plates. 8°. (On cover: National committee for the prevention of blindness, inc. Publication no. 28)
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This is a compact handbook, giving definite methods and devices for the correction of the various common defects found in the speech of school children. The psychological and physiological principles involved are also given. The book has been prepared for the aid of teachers in removing speech defects, but it is hoped that parents also may find it useful.
887. **Seham, Max.** Chronic fatigue in the school child: a psychophysiologic study. *Boston medical and surgical journal*, 194: 770-77, April 29, 1926.  
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888. **Smiley, D. F.** Health inventory of urban and rural students. *Nation's health*, 8: 21-22, January 1926.
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## MENTAL HYGIENE

894. **Emery, E. Van Norman.** The child factor in the teacher-pupil relationship. *Mental hygiene*, 10: 285-93, April 1926.
895. **Flury, Henry.** The need for a school psychiatrist. *Education*, 46: 302-7, January 1926.
896. **Gesell, Arnold.** The kindergarten as a mental hygiene agency. *Mental hygiene*, 10: 27-37, January 1926.
897. **MacCracken, Henry N.** Mental hygiene in the college curriculum. *Mental hygiene*, 9: 469-77, July 1925.
898. **Peck, Martin W.** Mental examinations of college men. *Mental hygiene*, 9: 282-99, April 1925.
- Says that the proportion of college students suffering from personality disorders and functional nervous illness is large.
899. **Richards, Esther Loring.** Has mental hygiene a place in the elementary school? *Progressive education*, 3: 31-38, January-February-March 1926.
900. **Williams, Frankwood E.** The field of mental hygiene. *Progressive education*, 3: 7-13, January-February-March 1926.
- Discusses the terms psychiatry, psychoanalysis, psychiatric social worker, mental hygiene, etc., and explains the work of the psychiatrist.
901. ———. Mental hygiene and the college student: second paper. *Mental hygiene*, 9: 225-60, April 1925.
902. **Zabriakie, Edward C.** The need for mental hygiene in the high school. *Ungraded*, 10: 1-9, October 1925.

## PHYSICAL TRAINING

903. **Affleck, G. B.** The physical director in relation to health training and instruction. *American physical education review*, 30: 384-89, 479-90, September, November 1925.
904. **Cromie, William J.** *Gymnastics in education.* Philadelphia and New York, Lea & Febiger, 1925. 220 p. illus. 8°. (The Physical education series, ed. by R. Tait McKenzie.)
- This volume is intended for instructors in schools and colleges, who, not working under any given system, are summoned to conduct gymnasium work. It contains a progression of exercises on the well-established gymnastic appliances, with class formations, tactics, and free movements for the use of teachers of physical education.
905. **Curtis, Henry S.** Encouraging physical education—a sound public policy. *Nation's health*, 7: 683-85, October 1925.
906. **Dawson, Percy M.** To the makers of a new profession, physical education. *American physical education review*, 31: 583-91, 639-44, January-February 1926.



907. **Drew, Lillian Curtis.** Individual gymnastics; a handbook of corrective and remedial gymnastics. 3d ed., thoroughly revised. Philadelphia and New York, Lea & Febiger, 1926. 276 p. front., illus. 8°.
908. **Griffith, Coleman E.** Psychology and its relation to athletic competition. *American physical education review*, 30: 193-99, April 1925.  
The writer says that athletics and psychology is a new field, lays out the general plan of it, and describes its problems.
909. **Harvard university. Committee on the regulation of athletic sports.** Report. *Harvard alumni bulletin*, 28: 99-111, October 22, 1925.  
States the athletic policy, the financial policy, extracts from the Rules, regulations, etc., of the Intercollegiate conference of 1925, and some agreements regarding scholarships, scholastic standing, etc., among Harvard, Yale, and Princeton men.
910. **Hawkes, Herbert E.** Physical education in the training of college men. *American physical education review*, 30: 199-202, April 1925.
911. **Judd, Charles H.** Physical education versus physical training. *Chicago schools journal*, 8: 41-45, October 1925.  
Read before the Department of superintendence of the National education association, Cincinnati, February 23, 1925.
912. **Mitchell, Elmer D.** Intramural athletics. New York, A. S. Barnes and company, 1925. x, 191 p. plates. 8°.
913. **Monroe, Walter S.** The duties of men engaged as physical directors or athletic coaches in high schools. Urbana, The University of Illinois, 1926. 22 p. incl. tables. 8°. (On cover: University of Illinois bulletin, vol. xxiii, no. 38. Bureau of educational research. College of education. Bulletin no. 30)
914. **Nichols, J. H.** Physical education objectives and a program. *Educational review*, 70: 248-53, December 1925.  
Says that the secondary school must provide a broad program that will include health examinations, health instruction, physical activities, etc. Presents a program of objectives.
915. **Oktavec, Frank K.** Educating for physical education. *American physical education review*, 31: 702-7, March 1926.
916. [Physical education] *American schoolmaster*, 18: 433-86, December 15, 1925.  
This whole number is devoted to the subject of physical education in its different phases.
917. A report on university athletics. *Michigan alumnus*, supplement, 32: 1-8, January 30, 1926.  
The report was prepared by a committee of which Dean Edmund E. Day was chairman.
918. **Rogers, Frederick Band.** Physical capacity tests in the administration of physical education. New York city, Teachers college, Columbia university, 1925. viii, 93 p. incl. tables, diags. 8°. (Teachers college, Columbia university. Contributions to education no. 173)  
Bibliography: p. 87-93.
919. **Scott, Harry A.** Physical education for all is aim of college. *Nation's health*, 8: 83-85, February 1926.  
Describes work in the University of Oregon.
920. ——— The place of physical education in the high school curriculum. *High school*, 3: 44-49, February 1926. Bibliography.
921. **Selby, H. J.** Physical training in relation to the rest of the school curriculum. *Mind and body*, 32: 865-73, February 1926.  
Reprinted from *Physical education*, England.
922. **Staley, S. C.** Individual and mass athletics. New York, A. S. Barnes and company, 1925. ix, 257 p. illus. 8°.

923. **Wayman, Agnes E.** Education through physical education; its organization and administration for girls and women. Philadelphia and New York, Lea & Febiger, 1925. 356 p. tables, diags., forms. 8°.

This book represents entirely a woman's point of view in physical education; it makes its appeal to girls and women. It deals with the organization and administration of physical education and with the subject as a whole, rather than with the details of technique.

924. **Williams, Jesse F.** Physical education in the school. School review, 34: 285-94, April 1926.
925. **Wood, Thomas D., and Brownell, Clifford L.** Source book in health and physical education. New York, The Macmillan company, 1925. xi, 590 p. 8°.

Here are presented in convenient form a range and variety of source materials designed to help students and teachers to become acquainted with the background of health and physical education. An effort has been made to present a great variety of views which have had some prominence and influence at different periods.

### PLAY AND RECREATION

926. **Elmore, Emily W. and Carns, Marie L.** Educational story plays and schoolroom games. Illus. by Bernice Oehler. New York, A. S. Barnes and company, 1926. xi, 145 p. illus. 8°.
927. **Lee, Joseph, ed.** The normal course in play. Practical material for use in the training of playground and recreation workers; prepared by the Playground and recreation association of America, under the direction of Joseph Lee, president. New York, A. S. Barnes and company, 1925. x, 261 p. 8°.

This course presents the main facts about the play movement and program, its significance in the life of the individual and the community, and the sources of information regarding it. Considerable space is given to community recreation, meaning the present-day organized movement to provide community-wide facilities and activities for both children and adults.

928. **Lehman, Harvey C.** A comparison of play activities of town and country children. Journal of rural education, 5: 253-59, January-February 1926.  
A study made in Kansas.
929. **Playground and recreation association of America.** Recreative athletics; suggestions for programs of recreative athletics, games and sports, and for the promotion of physical fitness. Rev. ed. New York, A. S. Barnes and company, 1925. 127 p. incl. diags. 8°.

### SOCIAL ASPECTS OF EDUCATION

930. **Alderman, L. B.** Some suggestions for parents who desire to co-operate with teachers in the regular school work. Child welfare magazine, 20: 285-86, January 1926.
931. **Bobbitt, Franklin.** Education as a social process. School and society, 21: 453-59, April 18, 1925.
932. **Caley, Percy B.** Crime and the school. Journal of the National education association, 15: 69-70, March 1926.
933. **Ellis, Mabel Brown.** The visiting teacher in Rochester; report of a study. New York, Joint committee on methods of preventing delinquency, 1925. 205 p. 8°.

Rochester, N. Y., is said to be the only city where a full-fledged visiting teacher department has thus far been established under a board of education. Many other forms of social service are likewise to be found in Rochester both within the public schools and in the outside community. An unusual opportunity is therefore afforded to observe the actual working relationships of the visiting teacher with a wide variety of social agencies, public and private. A study of the Rochester visiting teacher work is reported in this volume.

934. **Groves, Ernest E.** *Social problems and education.* New York, London, Longmans, Green and co., 1925. v. 458 p. tables, diags. 8°.

American social problems most intimately related to the work of the schools are discussed in this book, which is intended chiefly as a text to give students of educational sociology a preliminary acquaintance with concrete contemporaneous social questions.

935. **Holben, Ralph E.** Our intellectually disinherited. *Social forces*, 4: 84-91, September 1925.

Says that it would be well for this nation to begin to emulate the example of Scotland, which has for some years been giving scholarships from public funds to keep in school children whose parents are too poor to educate them beyond a certain age.

936. **Howerth, Ira Woods.** School as a social institution. *Education*, 45: 586-93, June 1925.

937. **Judd, Charles Hubbard.** The psychology of social institutions. New York, The Macmillan company, 1926. ix, 346 p. illus. 12°.

This volume undertakes to develop a system of psychology which will show that social consciousness, instead of being something vague and intangible, is one of the most active and potent facts in the world, expressing itself in certain institutions which are quite as real as the individual's habits and organs of sense.

938. **Manchester, Raymond E.** The home and school idea in education. With an introduction by Dr. John E. McGilvrey . . . Menasha, Wis., The Collegiate press [1925] 159 p. 12°.

939. **Nudd, Howard W.** The contribution of the visiting teacher to child adjustment. *Progressive education*, 3: 26-30, January-February-March 1926.

940. ——— Social work enters the school. *Survey*, 5: 32-34, April 1, 1925.

Discusses the history of settlement work, visiting teachers, prevention of delinquency, etc.

941. **Patri, Angelo.** School and home. New York, London, D. Appleton and company, 1925. 221 p. 12°.

In what way parents can and ought to cooperate with the schools in effecting the right education of their children is brought out by the author in this book, which includes numerous illustrative incidents from actual school life. It is also shown what parents' associations and "home-school" organizations can do to improve school conditions. The watchword of the book is the new school for the new day; that the child should be treated like a normal being, and surrounded with culture and beauty and joy.

942. **Spalding, Henry S., ed.** Social problems and agencies. New York, Cincinnati [etc.] Benziger brothers, 1925. xvi, 423 p. incl. diags. 12°.

943. **Symonds, Percival M.** A social attitudes questionnaire. *Journal of educational psychology*, 16: 316-22, May 1925.

Tests given from grade 8 in Honolulu public schools through the University of Hawaii.

944. Why do parents need special training? a symposium by Miriam Van Waters, E. R. and H. H. Groves, W. H. Kilpatrick, Jessie Taft, Smiley Blanton, Helen T. Woolley. *Child study*, 2: 3-5, 13-14, October 1925.

#### CHILD WELFARE

945. **National conference of juvenile agencies.** Proceedings of the twenty-first annual session . . . Salt Lake City, Utah, August 16-21, 1924. 215 p. 8° (Hobart H. Todd, secretary, Industry, N. Y.)

946. **American child health association. Research division.** A health survey of 86 cities. New York, American child health association, 1925. xxiv, 614 p. fold. table. tables, diags. 8°.

The outstanding facts developed by the survey are these: Each city was found to be carrying on some organized effort for bettering the health of children. By utilizing the scientific knowledge now at hand it is possible by better organization to increase materially the health protection of children at no great increase in cost. The greatest needs are well-trained health officers, standardization of methods, better explanation of health work to the public, and increased cooperation among public and private health agencies.

947. **Baker, S. Josephine.** Child hygiene. New York and London, Harper & brothers [1925] xii, 534 p. tables, diagrs. 8°.
- The author aims to instruct and help the interested lay worker, as well as to give practical aid to public-health officials. The discussion is limited to child health work in the United States. Child hygiene applies to the time from the prenatal period to the end of adolescence, and this book deals with the mother, the baby, the child of preschool age, the child of school age, and general aids in school hygiene.
948. **The child, the clinic, and the court.** Published in cooperation with the Weiboldt Foundation. New York, New Republic, inc., 1925. 344 p. 12°.
- The papers comprised in this volume were given by prominent social workers at a joint commemoration of the twenty-fifth anniversary of the first juvenile court and of the fifteenth anniversary of the first psychopathic institute, which was held in Chicago in January, 1925. These papers are divided into three groups, dealing, respectively, with the personality of the child, the clinic and a symposium on fundamental behavior, and the juvenile court. An introduction to the volume is contributed by Jane Addams.
949. **Guibard, Alberta S. B.** Educating the dependent child. Mental hygiene, 10: 318-44, April 1926.
- Work of the Church home society, the child-caring agency of the Episcopal Church of Massachusetts.
950. **The International year book of child care and protection; being a record of state and voluntary effort for the welfare of the child, including information on marriage, divorce and illegitimacy, education, the care of the destitute child, treatment of juvenile delinquents, and conditions of juvenile employment throughout the world, comp. from official sources, by Edward Fuller . . . With a preface by the Marchioness of Aberdeen and Temair . . . London, [etc.] Longmans, Green and co.; etc., 1925. xvi, 565 p. 12°.**
951. **Joint committee on methods of preventing delinquency.** Directory of psychiatric clinics for children in the United States. New York, Joint committee on methods of preventing delinquency, 1925. 99 p. 12°. (Publication no. 7).
952. **Lundberg, Emma O. and Milburn, Mary E.** Child dependency in the District of Columbia; an interpretation of data concerning dependent children under the care of public and private agencies. Washington, Government printing office, 1924. vii, 160 p. 8°. (U. S. Children's bureau. Bureau publication no. 140)
953. **National industrial conference board, inc.** The employment of young persons in the United States. New York, National industrial conference board, inc., 1925. 2 p. l., iii-viii, 150 p. incl. tables, diagrs. 8°.
954. **New values in child welfare.** Annals of the American academy of political and social science, 121: 1-203, September 1925.
- Part II is taken up with the Proceedings of the Third all-Philadelphia conference on social work, March 2-5, 1925.
955. **Vajkai, Julie Eve.** Child saving and child training; the Budapest scheme. With a foreword by Percy Alden. 2d ed. London, The World's children, limited, 1926. 2 p. l., 47 [1] p. 16°.
956. **Woolley, Helen T.** Peter: the beginnings of the juvenile court problem. Pedagogical seminary, 33: 9-29, March 1926.
- A study given by the author, of the Merrill-Palmer school, Detroit, Mich., illustrating the "way in which delinquent tendencies get started in young childhood."

## MORAL EDUCATION

957. **Bagley, William C.** On the possibility of securing "moral ratings" for the several states. Educational administration and supervision, 11: 289-306, May 1925.  
A study based on the belief that the results of mass-education should be revealed in mass-conduct, and that measures of such results should be sought in social statistics.
958. **California teachers' association. Council committee on moral and religious education.** Moral and religious education. Sierra educational news, 22: 84-88, February 1926.  
Report presented at its meeting, Los Angeles, December 5, 1925.
959. The contribution of literature to character education in the elementary grades. American educational digest, 45: 124-25, November 1925.  
A list of the best literature for each grade is given in this study by Professor J. W. Searson, English department, University of Nebraska.
960. **Dodd, Eugene E.** Fiber and finish; studies for the developing of personality. Boston, New York [etc.] Ginn and company [1925] viii, 196 p. illus. 12°.  
Right manners and conduct for high-school pupils are taught by a series of lessons in this text
961. **Dorsey, Mrs. Susan M.** Problems of character training. Colorado school journal, 41: 10-14, February 1926.  
The writer is superintendent of schools, Los Angeles, Calif.
962. **Doyle, Emma L.** Humane education. Hawaii educational review, 14: 152, 160-62, 164, March 1926.  
Says: "In searching for the causes of crime, we find the lack of humane education a principal one."
963. **Haggerty, M. E.** Character education and scientific method. Journal of educational research, 13: 233-48, April 1926.
964. **Horn, Ernest E.** Moral and civic education in the elementary school. Midland schools, 40: 84-85, November 1925.
965. **Kern, W. M.** Morals and the school. Educational review, 71: 69-75, February 1926.  
Discusses the opportunities for moral training inherent in every subject in the course of study.
966. **Martin, Herbert.** Formative factors in character; A psychological study in moral development of childhood. New York, London, Longmans, Green and co. [1925] vi, 346 p. 12°.  
Present social conditions in our country are calling increased attention from parents and teachers to the necessity for adequate moral training of the young. The author believes that the strategic approach to a reemphasis of moral values in our national life lies through the childhood of to-day.
967. Morality in the high schools. A symposium discussed by high-school principals. Washington education journal, 5: 37-38, 61-62, October 1925.
968. **New York (City) Board of education. Committee on character education.** Character education in high schools. Report of the Committee on character education. [New York city] 1924. 151 p. 12°.
969. **Sisson, Edward O.** Moral education again to the front. School and society, 21: 543-48, May 9, 1925.  
Says the main battle against sin is to be fought among men and women, and not among children.
970. **Tuttle, Harold S.** Shall moral teaching be camouflaged? Education, 46: 469-75, April 1926.  
A discussion as to whether morals shall be taught directly or indirectly.
971. **Warner, Ellsworth.** A character education survey in the Hine junior high school at Washington, D. C. American education, 29: 113-21, November 1925.

## RELIGIOUS AND CHURCH EDUCATION

## GENERAL

972. **Chave, Ernest J.** The junior; life-situations of children nine to eleven years of age. Chicago, Ill., The University of Chicago press [1925] x, 174 p. 16°. (Half-title: The University of Chicago publications in religious education, ed. by E. D. Burton, S. Mathews, T. G. Soares)
973. **Claggett, Ralph P.** Christ in high school life. New York and Cincinnati, The Abingdon press [1925] 205 p. 12°.
 

This volume is the result of four years of intensive work with high-school boys in Kansas City, Mo., and Detroit, Mich., and discusses common ailments and cures, guides to successful living, and keys to the kingdom.
974. **Coe, George Albert.** The problem of standards in Christian education. *International journal of religious education*, 2: 10, 12, December 1925.
975. **Crandall, Edna M.** A curriculum of worship for the junior church school. First year. With an introduction by Luther A. Weigle. New York, London, The Century co. [1925] xiv, 364 p. incl. music. 12°.
976. **Davies, J. W. F.** Winnetka plan of religious education. *Religious education*, 21: 9-13, February 1926.
 

The author is director of the Community house, Winnetka, Ill.
977. Developing personality through religion and education. *Christian education*, 9: 194-211, March 1926.
 

Includes two articles, one by Joseph Fort Newton, and the other by W. A. Jessup, on the above subject.
978. **Emme, Earle Edward and Stevick, Paul Raymond.** An introduction to the principles of religious education. New York, The Macmillan company, 1926. 285 p. 12°.
 

This work applies the most important findings of scientific study to the religious educative process; and undertakes to form a correlated system of fundamental ideas by which particular theories and efforts in religious education may be guided and tested. The material here offered has been tried out by actual use in various educational institutions.
979. **Griffith, Coleman.** An intimate study of student thoughts about religion and idealism. *Christian education*, 8: 286-305, April 1925.
 

The author employed the questionnaire method to learn students' opinions of religion and idealism.
980. **Hartshorne, Hugh.** Standards in religious education. *International journal of religious education*, 2: 23, 48, February 1926.
981. **Hawkes, Herbert E.** Religion in a liberal education. *Christian education*, 9: 211-21, March 1926.
 

Also in *Columbia alumni news*, 17: 231-34, April 8, 1926.
982. **Hough, Dorothy Whitehead.** My child and God: what shall I teach him. *Religious education*, 20: 371-74, October 1925.
 

"Mrs. Hough writes as a mother who has wisely faced the problems of religiously training her children."—Ed.
983. **Josefita Maria, Sister.** The status of religious instruction for children under sixteen years of age, with special reference to Pennsylvania. Philadelphia, 1925. 156 p. 8°.
 

A thesis in education presented to the faculty of the Graduate School of the University of Pennsylvania in partial fulfillment of the requirements for the degree of doctor of philosophy.
984. **Kelly, Robert L.** The big business of Christian education. *Christian education*, 9: 59-64, December 1925.

985. **Klyver, Faye Huntington.** The supervision of student-teachers in religious education. New York city, Bureau of publications, Teachers college, Columbia university, 1925. viii, 186 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 198)  
Bibliography: p. 185-186.
986. **Laycock, Samuel B.** The Laycock test of Biblical information. *Journal of educational psychology*, 16: 329-34, May 1925.
987. **Lorance, B. F.** Religious instruction and the American public school. Boston, R. G. Badger [1925] 59 p. 12°.
988. **Lots, Philip Henry.** Current week-day religious education. New York, Cincinnati, The Abingdon press [1925] 412 p. front., tables, forms. 8°. (The Abingdon religious education texts, David G. Downey, general editor.)  
This study is based on a survey of the field conducted under the supervision of the Department of religious education of Northwestern University. The volume presents a wide range of facts collected at first hand concerning week-day church schools. It also attempts to interpret the week-day movement and evaluate certain of its more important aspects.
989. **McCallie, J. P.** The Bible in the public schools. *American educational digest*, 45: 150-52, December 1925.
990. **Miller, H. Augustus, jr.** The Bible and the school. *Virginia journal of education*, 19: 94, 96, November 1925.  
Gives the results of a test whose purpose was to fathom the precise depth of high school children's ignorance of the Bible.
991. **Mudge, E. Leigh.** What intermediate boys think of the church school. *International journal of religious education*, 2: 19-22, November 1925.  
Mr. A. R. Pierson of Chicago, questioned one hundred boys regarding their opinion of church school and received very significant answers, which are here discussed.
992. **Porter, David B., ed.** The church in the universities. New York, Association press, 1925. 68 p. 12°.
993. **Raffety, W. Edward.** Church-school leadership; an officers' manual of practical methods, for workers in the church's Sunday, week-day, and vacation schools. New York, Chicago [etc.] Fleming H. Revell company, 1926. 323 p. 12°.
994. **Reynolds, J. H.** The place of the church college. *Journal of Arkansas education*, 4: 23-26, January 1926.
995. **Risley, James H.** Bible reading in the schools. *American educational digest*, 45: 254-56, February 1926.  
An outline of successful procedure in the Pueblo, Colo., schools, described by the superintendent.
996. **Roper, John Caswell.** Religious aspects of education. Nashville, Tenn., Cokesbury press, 1926. 5 p. l., 196 p., 1 l. 12°.
997. **Sanderson, Ross W.** Correlation of Sunday and week-day church schools. *Church schools journal*, 58: 149, 152, March 1926.
998. **Smith, Robert Seneca.** Principles of curriculum building in religious education. *Christian education*, 9: 80-86, December 1925.
999. **Stetson, Paul C.** The public schools and religious education. *Michigan education journal*, 3: 399-400, 410, 471-72, 493, March-April 1926.
1000. **Stout, John Elbert.** Cooperation of the church, and the public school. *Church schools journal*, 58: 68-69, 136-38, February-March 1926. illus.
1001. **Tiffany, Orrin E., comp.** State laws relative to use of the Bible in or by the public schools. *Religious education*, 21: 76-80, February 1926.  
Information is compiled under headings Bible reading required by law, Bible specifically permitted by law, State Supreme Court decisions favorable to use of Bible, Bible excluded by court or Attorney general, Bible excluded by ruling of State board of education, etc.

1002. **Tralle, Henry Edward.** Church architecture in its relation to religious education. *International journal of religious education*, 2: 16-40, March 1926.  
Illustrated with drawings and plans.
1003. **Van der Pyl, Nicholas, Rev.** Religious life among the students. *Oberlin alumni magazine*, 22: 7-9, February 1926.  
Discusses conditions at Oberlin college.
1004. **Vieth, Paul H.** Research in religious education. *International journal of religious education*, 2: 12-13, December 1925.  
The author mentions the survey, statistical method, educational measurements, and experimentation as being instruments of research.
1005. **Weigle, Luther Allan.** Religion and the public school. *Federal council bulletin*, 9: 19-20, 30, January-February 1926.
1006. **Williams, Paul W.** The religion of the undergraduate. *Nineteenth century*, 98: 409-14, September 1925.  
Conditions at Harvard university discussed.
1007. **Young, Thomas Shields.** Shall public-school property be used for week-day church schools? *International journal of religious education*, 2: 56, 58, March 1925.  
Discusses the question of the legality, and the wisdom of using public-school rooms, and summarizes the arguments pro and con.

## PARTICULAR DENOMINATIONS

1008. **Catholic educational association.** Report of the proceedings and addresses of the 22d annual meeting, Pittsburgh, Pa., June 29, 30, July 1, 2, 1925. Columbus, Ohio, Catholic educational association, 1925. 755 p. 8°. (Rt. Rev. Francis W. Howard, secretary, Covington, Ky.)  
Contains: 1. F. P. Donnelly: Vocational training, p. 43-58. 2. George Johnson: The need of a constructive policy for Catholic education in the United States, p. 59-69. 3. D. J. McHugh: Preservation of Christian ideals and principles in education, p. 79-87. 4. I. A. Wagner: The standardization of the junior college, p. 88-100. 5. C. N. Lischka: The attendance of Catholic students at non-Catholic colleges and universities in 1924, p. 101-108. 6. L. G. Hubbell: The importance of the freshman year, p. 123-31. 7. J. F. Malloy: Extra-curricular activities, p. 132-38. 8. J. A. Dunney: Vocational guidance in the Catholic high school, p. 149-71. 9. C. F. Connor: The pro and con of universal secondary education, p. 204-13. 10. F. M. Crowley: Mortality in secondary schools, p. 217-26. 11. Brother Barnabas: Leisure time education of the adolescent, p. 232-38. 12. Sister Josephine Mary: The individual method of teaching, p. 324-34. 13. Brother L. William: Supervision: its importance and methods, p. 336-45. 14. F. J. Bredestege: Present-day trends in education, p. 367-83. 15. J. M. Wolfe: Child accounting and informational value of reports, p. 416-28. 16. J. I. Barrett: A city school curriculum, p. 431-43. 17. T. L. Keaveny: The curriculum of the Catholic rural school, p. 446-54. 18. George Johnson: The aim of Catholic elementary education, p. 458-70. 19. U. J. Vehr: The junior high school in the Catholic school system, p. 473-89. 20. Edward Jordan: The evaluation of credits, p. 492-503. 21. R. G. Kirsch: The exceptional child problem, p. 513-22.
1009. **Brushl, Charles.** Franciscan ideals and achievements in education. *Catholic educational review*, 23: 525-30, November 1925.
1010. **Cassidy, Frank P.** The value of a Catholic college education. *Catholic educational review*, 23: 609-14, December 1925.
1011. **Hartaler, John Ellsworth.** Education among the Mennonites of America. With introduction by Prof. Elmer E. S. Johnson, Ph. D. Danvers, Ill., The Central Mennonite publishing board, 1925. 195 p. 8°.   
Bibliography: p. 189-196.



1012. **Hutchinson, Ralph Cooper.** Objectives and materials of the comprehensive program for young people of the Presbyterian church U. S. A. Philadelphia, 1925. 119 p. 8°.  
Thesis (Ph. D.)—University of Pennsylvania, 1925.
1013. **McGuire, Henry W.** Aims of Catholic education. Catholic school interests, 4: 247-49, November 1925.
1014. **O'Brien, John A.** The parochial school and freedom of education. Catholic school interests, 4: 312-13, January 1926.
1015. ——— The parochial school and its contribution to education. A study in the romance of education. Catholic school interests, 4: 341-42, February 1926.
1016. **Pierce, David H.** May Catholics teach school? Nation, 120: 485-86, April 1925.
1017. **Prince, John W.** Wesley on religious education; a study of John Wesley's theories and methods of the education of children in religion. New York, Cincinnati, The Methodist book concern [1926] 164 p. 8°.
1018. **Rohrbach, Quincy Alvin W.** Lutheran education in the ministerium of Pennsylvania prior to the advent of the public schools. University of Pittsburgh School of education journal, 1: 25-35, November-December 1925.
1019. **Ryan, James H.** The educational program of the Catholic church. Christian education, 9: 221-27, March 1926.
1020. **Shelly, Patrick J.** The Catholic school and citizenship. Forum, 74: 834-38, December 1925.

### MANUAL AND VOCATIONAL TRAINING

1021. **Association of land-grant colleges.** Proceedings of the thirty-eighth annual convention, held at Washington, D. C., November 12-14, 1924. Edited by W. H. Beal for the Executive committee of the association. Burlington, Vt., Free press printing company, 1925. 472 p. 8°. (J. L. Hills, secretary, University of Vermont, Burlington, Vt.)  
Contains: 1. R. A. Pearson: The great responsibility of land-grant institutions, p. 24-36. 2. Calvin Coolidge: Address, p. 57-61. 3. W. H. Kilpatrick: Some demands of method on curriculum making, p. 67-75. 4. E. M. Freeman: The problem of vocational guidance in the college of agriculture, p. 141-49. 5. E. J. Kyle: Building of an agricultural curriculum to meet present day needs, p. 175-84. 6. H. W. Mumford: Effective procedure in carrying forward a farm and home program, p. 299-310. 7. R. W. Thatcher: What is the field of research in home economics? p. 389-94. 8. Adelaide S. Baylor: Teacher training in home economics and the needs in the field, p. 414-23.
1022. ——— Proceedings of the thirty-ninth annual convention . . . Chicago, Ill., November 17-19, 1925. Burlington, Vt., Free Press Printing Company, 1926. 399 p. 8°. (J. L. Hills, secretary, Burlington, Vt.)  
Contains: 1. A. F. Woods: The relation of land-grant institutions to the fundamentals of forward looking national policies for the development of agriculture, p. 29-29. 2. H. B. Shaw: The land-grant institutions in their relation to the development of the industries, p. 29-34. 3. Anna E. Richardson: The land-grant institutions in their relation to the development of home-making, p. 34-42. 4. A. C. True: Methods employed in conducting examinations in agriculture, home economics, and mechanic arts. A committee report, p. 70-86. 5. A. C. True: Brief history of the Morrill land-grant college act of 1890, p. 90-98. 6. F. D. Farrell: The place of conservation in the college curriculum, p. 114-18. 7. R. L. Watts: Curriculum orientation to the demands of modern agriculture, p. 124-33. 8. J. A. James: The agricultural college and the various demands for leadership in the modern industry of agriculture, p. 134-39. 9. G. A. Works: Modern tendencies in methods of college teaching, p. 145-51. 10. C. B. Smith: The responsibility of expanding the boys' and girls' club movement in its field of work, p. 229-36.

- 1023. Eastern arts association.** Proceedings, sixteenth annual meeting, held at Springfield, Mass., April 1925. 237 p. 8°. (Frank E. Mathewson, secretary, William L. Dickinson High School, Jersey City, N. J.)
- Contains: 1. C. V. Kirby: A quarter century of public school art—have we made good? p. 45-50. 2. G. M. Morris: Some problems of a mechanic arts high school, p. 61-67. 3. F. A. Adams: Getting results with the physically handicapped, p. 68-74. 4. J. C. Park: The training of industrial arts teachers for junior high schools, p. 75-88. 5. Mabel E. Bemis: Cultural value of manual training, p. 89-94. 6. R. E. Baker: Vocational education for boys, p. 96-107. 7. R. L. Cooley: Training apprentices for industry, p. 126-35.
- 1024. Allen, Floyd L.** A trade school that meets college entrance requirements. *Industrial education magazine*, 27: 107-8, October 1925.
- The Arthur Hill trade school, Saginaw, Mich., has so arranged its curriculum that all courses are approved by the State department of vocational education.
- 1025. Diamond, Thomas.** Do our vocational schools prepare for vocations? *School review*, 33: 594-600, October 1925.
- This study is made with a view to providing some reliable data regarding the young people who go to work upon leaving school.
- 1026. Haynes, Merritt W.** Qualifications of an apprentice printer. An analytical discussion for the benefit of vocational advisors in schools and for employers of apprentices in printing plants. *Printing instructor*, 2: 1-3, September 1925.
- Describes the training, personal characteristics, and minimum educational requirements necessary.
- 1027. Hobson, E. S.** Boys' vocational training in junior high schools. *Colorado school journal*, 41: 14-18, October 1925.
- 1028. Land, S. Lewis.** The duties, qualifications, and responsibilities of directors of vocational education. *Industrial-arts magazine*, 15: 51-53, February 1926.
- 1029. Leonard, Robert Josselyn.** Changing conceptions of vocational education. *School and society*, 23: 153-59, February 6, 1926.
- An address delivered before the annual banquet of the National society for vocational education at Cleveland, Ohio, December 4, 1925.
- 1030. Longworth, J. Glenn.** Some significant excerpts from a study of part-time employment of intermediate-school children. *School review*, 34: 185-91, March 1926.
- Study based on data gathered from approximately 1,500 children attending the Jefferson intermediate school, Detroit, Mich.
- 1031. Lott, Merrill E.** When is a job a real job? *Educational review*, 70: 201-10, November 1925.
- Discusses the purport of vocational education.
- 1032. Millis, C. T.** Technical education; its development and aims. London, E. Arnold & co., 1925. vii, 183 p. 12°.
- 1033. New junior-senior vocational high school, Eau Claire, Wisconsin.** *American educational digest*, 45: 81-84, October 1925. illus. plans.
- 1034. Park, Joseph C.** The training of industrial-arts teachers for junior-high schools. *Vocationist*, 14: 7-12, December 1925.
- 1035. Payne, Arthur F.** Methods of teaching industrial subjects. New York, McGraw-Hill book company, inc., 1926. xx, 293 p. illus., tables, forms, diagrs. 8°.

This book states the commonly accepted principles of method, and applies them to teaching in industrial schools of various types. A large variety of tested devices are given, and the possibilities of job analysis as the most promising means of improving upon teaching method for the future are opened up. Attention is also given to the rating of teachers.

1036. **Prosser, Charles A., and Allen, Charles E.** Vocational education in a democracy. New York and London, The Century co., 1925. ix, 580 p. tables, diagrs. 8°. (The Century vocational series, ed. by C. A. Prosser)

The nature, principles, and functions of vocational training and its relationship to general education are comprehensively discussed by the authors, who have enjoyed unusual opportunities for observation in this field of activity. The book broadly defines vocational education as "that part of the experiences of any individual whereby he learns successfully to carry on any gainful occupation," and undertakes to bring out the significance of this form of education for the stability, progress, and conservation of the American democracy.

1037. **Roberts, S. C.** Manual arts; educational and vocational. Boston, R. G. Badger, The Gorham press [1924] 277 p. front., illus. 8°.

The writer of this book has been an observer of the teaching and practice of manual arts since the introduction of the Russian system, and his purpose is to set forth a type of practice growing out of long observation and experience, and which he believes to be in harmony with current educational theory, and which at the same time includes valuable vocational training.

1038. **Snaddon, G. H.** Organizing and teaching elementary machine shop practice. *Industrial-arts magazine*, 15: 53-58, February 1926.

Course of study is given for 9B grade.

1039. **Snedden, David.** Industrial arts in junior high school: certain postulates and hypotheses. *Teachers college record*, 27: 26-32, September 1925.

Industrial arts here includes all kinds of units of manipulative work that may be adapted to boys from 12 to 15 years of age, from the building trades—furniture-making, printing, pottery work, book-binding, forging, casting, turning, drilling, photography, painting, varnishing, leather-work, tailoring, shoemaking, textile production, etc.

1040. **Stern, Carolyn H.** The Manhattan trade school for girls (New York). *Educational review*, 70: 245-48, December 1925.

1041. Vocational service for juniors. Opportunities for vocational training in New York City. Mary H. S. Hayes, director. New York City, The Vocational service for juniors, 1925. viii, 181 p. 8°.

1042. **Weyand, L. D.** What is industrial education? *American journal of sociology*, 30: 652-64, May 1925.

1043. **Wooley, Paul V.** A guide to the study of woodworking; a handy reference for woodworkers, teachers and students of high schools, colleges and industrial schools. Peoria, Ill., The Manual arts press [1925] 61 p. 12°.

This manual is an alphabetic subject index to the best American books on woodworking, for the assistance of teachers and students of the subject.

#### VOCATIONAL GUIDANCE

1044. **Abbott, Grace.** Compulsory school legislation and vocational guidance. *Vocational guidance magazine*, 4: 263-69, March 1926.

1045. **Achilles, Paul S.** Factors in the college man's choice of a career. *Vocational guidance magazine*, 4: 170-73, January 1926.

1046. **Allen, Frederick J.** A guide to the study of occupations; a selected critical bibliography of the common occupations with specific references for their study. Rev. ed. Prepared under the auspices of the Bureau of vocational guidance, Graduate school of education, Harvard university. Cambridge, Harvard university press, 1925. xv [1] 197 p. 12°.

1047. **Brewer, John M.** Organizing the school for guidance. *School and society*, 21: 609-14, May 23, 1925.

It is probable that vocational and educational guidance are the center around which all other activities are grouped. Author suggests ways of coordinating all forms of guidance with these two.

1048. **Brewer, John M.** Progress and problems of vocational guidance. Harvard alumni bulletin, 28: 129-37, October 29, 1925.  
Address at the opening reception, Graduate school of education, October 16, 1925.
1049. **Cleeton, Glen U.** Meeting the need for improved measures to be used in the college guidance program. Educational administration and supervision, 11: 489-94, October 1925.
1050. **Freyd, Max.** The statistical viewpoint in vocational selection. Journal of applied psychology, 9: 349-56, December 1925.
1051. **Grissell, E. D.** A program of guidance in the School of education, University of Pennsylvania. Vocational guidance magazine, 4: 74-78, November 1925.
1052. **Hammond, H. P.** The educational and vocational guidance of engineering students and graduates. Journal of engineering education, 15: 735-50, June 1925.
1053. **Kitson, Harry Dexter.** The psychology of vocational adjustment. Philadelphia [etc.] J. B. Lippincott company [1925] ix, 273 p. tables, diags. 12°.  
The objects of this work are (1) to point out the psychological problems involved in choosing a vocation and becoming proficient therein; (2) to describe the attempts that have been made toward their solution; and (3) to suggest and illustrate scientific methods that may be employed by psychology in the exploration of the vast field that remains to be covered regarding the worker and his work.
1054. **Livesay, Ruth Haines.** Vocational guidance through the English classes. Hawaii educational review, 14: 49-52, November 1925.
1055. **Maverick, Lewis A.** What the colleges are doing in vocational guidance. Journal of delinquency, 10: 278-83, January 1926.
1056. **Metcalf, Arthur Ansel.** Educational and vocational guidance in the small high school. American schoolmaster, 19: 7-11, January 15, 1926.
1057. **Mills, John.** Selecting and placing college graduates in business. Delta Chi quarterly, 22: 13-17, December 1925.
1058. **Miner, J. B.** An analysis of vocational interests. School review, 33: 744-54, December 1925.  
Presents blanks for tabulating work interests among first-year college students.
1059. **Noon, Theodore W.** Aspects of vocational guidance. Education, 45: 412-15, 467-71, 537-46; 46: 46-50, 115-17, March, April, May, September, October 1925.
1060. **Pennsylvania. Department of public instruction.** General bulletin on guidance . . . Harrisburg, Pa., 1925. 123 p. 8°.  
Bibliography: p. 118-128.
1061. **The placement offices.** Vocational guidance magazine, 4: 219-31, February 1926.  
Discusses the Juvenile placement office for children 14 to 16 years of age.
1062. **Proctor, William Martin.** Educational and vocational guidance. A consideration of guidance as it relates to all of the essential activities of life. Boston, New York [etc.] Houghton Mifflin company [1925] xv, 352 p. tables. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)  
The writer of this book presents the subject of guidance from the viewpoint of the entire field of education, including aspects of guidance as related to exploring and providing for individual differences: the selection of subjects, courses, and curricula; social and civic, health and physical activities; the worthy use of leisure time; character-building activities; making vocational choices and acquiring vocational information.

1063. **Bicciardi, Nicholas.** The boy and his future. New York, London, D. Appleton and company, 1925. xvii, 119 p. 12°.

The author, who is commissioner of vocational education of California, offers in this book aid and guidance to parents in one of their most difficult problems, the preparation of a boy for the time when he must launch out in life for himself. The book gives the necessary information for equipping the boy for the place in life for which he is best fitted.

1064. **Bobb, Will G.** Vocational guidance from the viewpoint of the person who receives the guidance. Vocational guidance magazine, 4: 165-68, January 1926.
1065. **Rodgers, Robert H.** Guidance possibilities through exploratory activities. Vocational guidance magazine, 4: 153-58, January 1926.
1066. **Ryan, W. Carson, jr.** A brief historical survey of the vocational guidance movement. Vocational guidance magazine, 4: 277-81, March 1926.
1067. **Smith, John F.** Vocational information for mountain youth. Journal of educational method, 5: 71-73, October 1925.

Describes the Berea college junior high school course in occupations for students from the southern mountains.

1068. **Sowers, John Irving.** The boy and his vocation. Peoria, Ill., The Manual arts press [1925] 198 p. illus. 8°.

The boy needs to be given vision and helpful ideals about such common things as work, character, thrift, health, and citizenship, and to be awakened to the necessity of a training that will fit him not only for a vocation but for all the obligations of life. The object of these pages has been to express these things to the boy in an intelligible and usable form. The material is most suitable for use in regular class work in the eighth and ninth grades.

1069. **Tiebout, Harry M.** Psychiatric phases in vocational guidance. Mental hygiene, 10: 102-12, January 1926.
1070. **Toland, Edward D.** Choosing the right career. Foreword by Charles M. Schwab. New York, London, D. Appleton and company, 1925. xiv, [1] 222 p. 12°.

"Recommended reading" at end of most chapters.

By the headmaster of St. Paul's school, Concord, N. H.

1071. **U. S. Children's bureau. Industrial division.** Vocational guidance and junior placement: twelve cities in the United States. Prepared by the Industrial division of the Children's bureau and the Junior division of the United States Employment service . . . Washington, Govt. print. off., 1925. xii, 440 p. incl. diags. 8°. (Children's bureau publication no. 149. Employment service publication A)
1072. **Wood, Ben D.** The college curriculum and vocational guidance. School and society, 21: 508-12, April 25, 1925.
- Nine answers to the question "Why is our college guidance so ineffective and what is the remedy?"
1073. **Wooton, F. C.** Vocational choices of ninth grade boys. High school, 3: 50-51, February 1926.
1074. The work of the vocational counselor in the junior and senior high schools. Vocational guidance magazine, 4: 199-212, February 1926.

#### WORKERS' EDUCATION

1075. **Eubank, Earle Edward.** Trade union and university. Survey, 54: 451-52, 461, July 15, 1925.
1076. **Hodgen, Margaret T.** Workers' education in England and the United States. London, Kegan, Paul, Trench, Trubner and co., ltd.; New York, E. P. Dutton and co., 1925. xiii, 312 p. 8°.

The author traces and compares the development of workers' education in the two English speaking nations, describes the present status of working-class education, interprets its significance, and discusses its prospects.

## HOME ECONOMICS

1077. **Carter, C. Edgerton.** Nutrition for efficiency. *Childhood education*, 2: 107-15, November 1925.
1078. **Clark, Laura V.** A study of occupations, other than homemaking, open to women trained in home economics. *Vocational education news notes*, 3: 5-7, 9-12, 15-16, January, April, June 1926.
1079. **Construction of objective tests in home economics.** *Home economics counselor*, New Mexico, 1: 1-11, February 1926.
1080. **Halbert, Blanche.** Practice houses and home economics cottages. *Journal of home economics*, 17: 700-5, December 1925.  
A description of a study made by the "Better homes in America" organization on the subject.
1081. **Livingstone, Helen.** Home economics in the part-time school. *Journal of home economics*, 18: 134-38, March 1926.
1082. **Spencer, Mary E.** Foods and nutrition. A guide to the study of the food and nutrition problem written in non-technical language adapted to the needs of school officials, mothers and club women. Washington, D. C., National Catholic Welfare Conference, Bureau of education, 1926. 66 p. 8°. (*Education bulletins*, no. 1, January 1926)
1083. **Van Besselaer, Martha.** The family budget. *Woman citizen*, 10: 19-20, November 1925.
1084. **Whitcomb, Emeline S.** The home economics cottage. *Child welfare magazine*, 20: 393-95, March 1926. illus.
1085. **Wilson, Gladys.** The use of objective tests in home economics. *Arizona teacher and home journal*, 14: 17-22, March 1926.  
Bibliography: p. 21.
1086. **Wood, Mildred Weigley.** Homemaking as a possible profession. *Journal of home economics*, 18: 63-67, February 1926.
1087. **Wright, Edwina M.** The organization and administration of home economics courses in elementary and high schools. *Bulletin*, 6: 5-6, February 1926.

The Bulletin is the official organ of the National association of teachers in colored schools.

## COMMERCIAL EDUCATION

1088. **American association of university instructors in accounting.** *Proceedings* . . . Chicago, 1924. 175 p. 8°. (Edward J. Filbey, secretary-treasurer, University of Illinois, Urbana, Ill.)  
A 1924 survey of accounting courses, by F. H. Elwell, p. 69-78.
1089. **Carlson, Paul A.** How to use standardized tests in bookkeeping. *Balance sheet*, 7: 21-23, October 1925.  
These tests are mailed on request to those on the mailing list of the Balance sheet.
1090. **Clem, Jane E.** Measuring the work of typewriting. *Commercial education*, 11: 29-38, December 1925.
1091. **Commerce in high schools.** *Teaching*, 7: 3-31, October 1925.  
Contains articles on The use of statutes and court decisions in teaching commercial law, Objectives and methods in teaching high school typewriting, Senior commercial tests, Some problems for the bookkeeping class, Commercial subjects in the junior high school, etc.
1092. **Goff, Thomas T.** Testing and scoring pupils' work in commercial arithmetic. *Commercial education*, 11: 59-67, March 1926.  
Gives summarized conclusions.
1093. **Lathrop, H. O.** Testing in commercial geography. *Commercial education*, 11: 53-58, March 1926.

1094. **Leighton, Bertha M.** A study of a commercial group. *School review*, 34: 212-18, March 1926.  
Describes the commercial curriculum in a four-year senior high school in a town of 5,000 inhabitants in central Maine.
1095. **Shields, H. G.** The commercial course needs to be Americanized. *Educational review*, 71: 98-100, February 1926.  
"Perhaps," says the writer, "the most fundamental change which planners of the commercial curricula can make is to shift much of the social science material from the eleventh and twelfth grades to the ninth or tenth grade." This is because of the many withdrawals that occur before or during the eleventh year.
1096. **Tarr, Alphonso.** The business organization and administration course in the high school. *School review*, 34: 36-41, January 1926.  
Discusses such a course introduced in the English high school, Lynn, Mass.
1097. **Yoder, C. M.** The evils of college entrance requirements. *Commercial education*, 11: 51-53, March 1926.

### PROFESSIONAL EDUCATION

#### LAW

1098. **Association of American law schools.** Proceedings of twenty-third annual meeting, 1925. Report. *American law school review*, 5: 651-91, March 1926.  
The meeting was held at Chicago, December 29-31, 1925.
1099. **Carnegie foundation for the advancement of teaching.** Some contrasts between American and Canadian legal education; bar admission requirements, standardizing agencies, statistics and list of law schools, the American law institute. New York city, 1925. 33 p. 8°.  
Advance extract from the twentieth annual report of the Carnegie foundation for the advancement of teaching.
1100. **Hand, Learned.** Have the bench and bar anything to contribute to the teaching of law? *American law school review*, 5: 621-31, March 1926.  
Address of the president of the Association of American law schools, at the 23d annual meeting, Chicago, December 29, 1925.
1101. **Kjorlaug, M. U. S.** The legal clinic of the law school of the University of Minnesota. *Annals of the American academy of political and social science*, 124: 136-44, March 1926.  
Describes the work and the course in the subject, and "demonstrates what it is to practice law, and inculcates the highest standards of the profession."
1102. **Lewis, William D.** The law teaching branch of the profession. *American law school review*, 5: 447-55, March 1925.  
Law teaching as a profession.
1103. **McMurray, Orrin K.** The place of research in the American law school. *American law school review*, 5: 631-39, March 1926.
1104. **Wigmore, John H.** The legal clinic: what it does for the law student. *Annals of the American academy of political and social science*, 124: 130-35, March 1926.

#### MEDICINE, PHARMACY, DENTISTRY

1105. **American association of colleges of pharmacy.** Proceedings of the twenty-sixth annual meeting, Des Moines, August 24-25, 1925. 187 p. 8°. (Zada M. Cooper, secretary-treasurer, Iowa City, Iowa)  
Contains: 1. W. J. Teeters: Report of the committee on curriculum and teaching methods, p. 41-45. 2. G. D. Stoddard: College placement examinations, p. 48-58. 3. W. W. Charters: Commonwealth fund study of pharmacy, p. 81-101. 4. Clair A. Dye: How much practical experience shall be required in addition to the three-year course in college, p. 110-15; Discussion, p. 115-20.

- 1106. American association of dental schools.** Organization and proceedings of the first annual meeting . . . Chicago, Ill., March 5-7, 1924. Pub. by American association of dental schools. 234 p. 8°. (DeLos L. Hill, secretary-treasurer, 612 Grant Building, Atlanta, Ga.)
- Contents: 1. C. J. Lyons: Instruction in oral surgery—graduate and undergraduate, p. 37-45. 2. W. J. Gies: A further discussion of some problems in dental education, p. 137-48. 3. J. O. McCall: The teaching of preventive dentistry and periodontitis in the clinics of American dental schools, p. 182-97.
- 1107. ———** Proceedings of the second annual meeting . . . Chicago, March 19-21, 1925. 241 p. 8°. (DeLos L. Hill, secretary-treasurer, 612 Grant Building, Atlanta, Ga.)
- Contains: 1. Wallace Secombe: A five-year plan of dental education, p. 32-36. 2. H. E. Friesell: A one-four plan of dental education, p. 37-40. 3. H. L. Banzhaf: The 2-3 graduate plan of dental education, p. 52-68. 4. N. G. Thomas: The place of research in the university dental school, p. 87-97. 5. W. D. Zoethout: The teaching of physiology to dental students, p. 137-45. 6. H. J. Leonard: The teaching of oral hygiene and periodontology in college of dentistry, p. 149-66. 7. M. L. Ward: [Dental education] p. 171-93.
- 1108. American medical association.** Council of medical education and hospitals. Annual presentation of state board examinations for 1924. Journal of the American medical association, 84: 1339-57, May 2, 1925
- 1109. ———** Report. Journal of the American medical association 84: 1655-60, May 30, 1925.
- 1110. Association of American medical colleges.** Proceedings of the thirty-sixth annual meeting . . . Charleston, S. C., October 26-28, 1925. 191 p. 8°. (Fred C. Zapffe, secretary, 25 East Washington Street, Chicago, Ill.)
- Contents: 1. Hugh Cabot: Should the medical curriculum be importantly recast? p. 5-16. 2. Wm. Keiller: The claims of the fundamental subjects, p. 17-21. 3. Charles F. Martin: The relative value of subjects in the medical curriculum, p. 22-28. 4. M. R. Trabue: Increasing the usefulness of examinations, p. 31-45; Discussion, p. 45-53. 5. C. E. Chadsey: The technic of teaching as applied to medical teaching, p. 54-69. 6. J. S. Rodman: Impressions on medical teaching gained from ten years' experience with National Board examinations, p. 70-86.
- 1111. Bardeen, C. E.** Coordination in medical education. Journal of the American medical association, 84: 1107-11, April 11, 1925.
- Says that clinical teachers should have some understanding of social problems. This understanding should be gained not only from practical social workers but also from scientific students of social problems.
- 1112. Bevan, Arthur Dean.** The organization of the university medical school. Journal of the American medical association, 86: 591-95, February 27, 1926.
- Read before the Annual congress on medical education, medical licensure and hospitals, Chicago, February 15, 1926.
- 1113. Bott, E. A.** The predictive value of college marks in medical subjects. Journal of educational research, 12: 214-27, October 1925.
- 1114. Christian, Henry A.** Some problems of medical investigation and medical education. Science, 62: 551-54, December 18, 1925.
- 1115. Edsall, David L.** An adequate examination at the end of the clinical courses. Journal of the American medical association, 84: 1320-24, May 2, 1925.
- Discusses the purpose of the examination at the close of the clinical courses in medicine; correlation of courses; and form of examination.
- 1116. Musser, J. H.** A consideration of the clinical and didactic methods of teaching medicine. Science, 61: 641-44, June 26, 1925.
- 1117. The pre-medical course.** Bulletin of the American association of university professors, 11: 354-64, November 1925.



1118. **Rockefeller foundation. Division of medical education. Methods and problems of medical education.** (Third and fourth series.) New York, N. Y., Division of medical education, The Rockefeller foundation, 1925-26. 2 v. illus., plans. 4°.
1119. **Thayer, W. S.** Thoughts on the teaching and practice of medicine. *Science*, 61: 349-53, April 3, 1925.  
Says that one of the greatest defects in the teaching of medicine in America today is the lack of sufficient training in habits of accurate clinical observation and description and in the art of physical diagnosis.
1120. **Waite, Frederick C.** An adequate examination. Essentials from the standpoint of the fundamental medical sciences. *Journal of the American medical association*, 84: 1315-19, May 2, 1925.  
Makes a comparison between institutional and licensing examinations.

## NURSING

1121. **National league of nursing education.** Proceedings of the thirtieth annual convention . . . held at Detroit, Michigan, June 16 to June 21, 1924. Baltimore, Williams & Wilkins company, 1925. 266 p. 8°.  
(Ada Belle McCleery, secretary, Evanston Hospital, Evanston, Ill.)  
Contains: 1. Elizabeth A. Greener: A study on budgets for schools of nursing, p. 97-109. 2. Margaret Carrington: Preparation for teaching nursing, p. 150-56. 3. Isabel M. Stewart: Changing demands in the preparation of teachers, and how we can meet them, p. 156-68. 4. Isabel M. Stewart: Changing emphasis in the curriculum, p. 168-74. 5. Clara D. Noyes: Schools of nursing in foreign countries assisted by the American Red cross, p. 194-99. 6. Isabel M. Stewart: Educational problems connected with European nursing, p. 199-204. 7. Anna C. Jammé: Nursing education, in China and Japan, p. 204-8. 8. Report of the Committee on training schools for negro nurses, p. 214.
1122. ——— Proceedings of the thirty-first annual convention . . . Minneapolis, Minn., May 25-30, 1925. New York, N. Y., National headquarters, 370 Seventh Avenue [1926] 214 p. 8°.  
Contains: 1. Alma H. Scott: Routine inspection of schools of nursing, p. 78-92. 2. Bertha Harmer: Teaching and learning through experience, p. 124-32. 3. Amelia H. Grant: The principles of public health nursing in the undergraduate course, p. 133-38. 4. Maude B. Muse: The importance of psychology in schools of nursing, p. 140-50.
1123. **Gladwin, Mary E.** New York state inspection of schools outside the state. *American journal of nursing*, 25: 662-72, August 1925.
1124. **Logan, Laura E.** The goal of nursing education. *American journal of nursing*, 25: 539-44, July 1925.
1125. ——— A program for the grading of schools of nursing. *American journal of nursing*, 25: 1005-13, December 1925.  
*Also in* *Trained nurse and hospital review*, 75: 596-601, December 1925.
1126. **Teachers college, Columbia university. Alumni association. Nursing and health branch.** Opportunities in the field of nursing. New York city, Nursing and health branch, Alumni association of Teachers college, Columbia university [n. d.] 44 p. 16°.

## THEOLOGY

1127. **Theological education in 1925.** *Christian education*, 9: 99-144, January 1926.  
Discusses the subject historically, and also at the present time, under subjects, students, plants, faculties, courses of study, degrees, finances, etc.

## ENGINEERING

1128. **Society for the promotion of engineering education.** Proceedings of the thirty-second annual meeting held at University of Colorado, Boulder, June 25-28, 1924. vol. xxxii. Pittsburgh, Pa., Office of the secretary, 1925. 790 p. illus., tables, diags. 8°. (F. L. Bishop, editor, University of Pittsburgh, Pittsburgh, Pa.)
- Contains: 1. W. E. Wickenden and Adelaide Dick: Professional organizations and professional schools, p. 294-44. 2. G. M. Butler: Mining engineering education since 1910, p. 261-70. 3. A. C. Jewett: Engineering graduates in industry, p. 424-33. 4. H. E. Hammond: Preparation, admission, and elimination of engineering students, p. 498-508. 5. W. E. Wickenden: Engineering education in Great Britain, p. 580-85. 6. C. C. Brigham: Correlations of the examinations of the College entrance examining board with college standing, p. 653-89. 7. C. B. Carpenter: Value of problems in teaching metallurgy, p. 695-705. 8. W. J. Creamer, jr.: Personnel work in the colleges, p. 706-11. 9. H. P. Hammond: Educational and vocational guidance of engineering students and graduates, p. 735-50. 10. Morris Wenk: Economical learning, p. 771-84.
1129. ——— A study of engineering graduates and former students, nongraduates. Summary and report, Project Aa 4. Journal of engineering education, n. s. 16: 259-323, December 1925.
1130. ——— **Board of investigation and coordination.** Report. Journal of engineering education, 16: 25-91, September 1925.
- Contains a study of admissions and eliminations, illustrated by graphs.
1131. ——— **Committee on services and facilities of engineering colleges.** Preliminary report on costs of engineering education. Journal of engineering education, n. s. 16: 119-28, October 1925.
1132. **Alford, L. P.** The objective of industrial engineering courses. Journal of engineering education, 16: 224-40, November 1925.
1133. **Braune, G. M.** Present trend of engineering education. Journal of engineering education, 15: 602-9, April 1925.
- Says that the trend of engineering education seems to be towards a cultural, administrative, and business training, including, of course, fundamentals of professional subjects, as opposed to the purely narrow technical training.
1134. **Hammond, John Hays.** Engineering and the colleges. Educational record, 7: 25-35, January 1926.
- Addresses given at the banquet tendered by George Washington university to the Association of urban universities, Washington, D. C., November 13, 1925.
1135. **John, Walton C.** A study of engineering curricula. Journal of engineering education, n. s. 16: 517-49, 581-601, April, May 1926.
1136. **Mendelsohn, Isadore W.** Sanitary engineering courses of engineering colleges in the United States. Journal of engineering education, 15: 623-34, April 1925.
1137. **Potter, A. A.** The engineering college—its opportunity for service. Journal of engineering education, 16: 4-24, September 1925.
- Discusses engineering from the standpoint of "social readjustments," and human welfare.
1138. **Warren, C. H. and Kenerson, W. H.** Supplementary report of the Committee on teaching personnel. Journal of engineering education, 16: 419-32, February 1926. tables.
- Discusses teaching loads of engineering teachers, and distribution of teaching duties in hours per week for teachers in each rank, etc.
1139. **Wickenden, William E.** Engineering education east of the Rhine. Journal of engineering education, n. s. 16: 107-18, October 1925.
- Discussion of technical instruction in Germany, Holland, Czechoslovakia, Austria, and German-speaking Switzerland.

1140. **Wickenden, William E.** The engineering scene. A critical glance at technical education in Europe and how we may profit by it. *Journal of engineering education*, 16: 433-49, February 1926.  
Discusses conditions in France, Germany, Italy, Britain, etc.

## CIVIC EDUCATION

1141. **Alltucker, Margaret M.** Federal law making taught graphically. *School and society*, 23: 402-3, March 27, 1926.  
Gives chart showing progress of a bill through Congress.
1142. **Anders, James M.** Education for citizenship. *General magazine and historical chronicle* (University of Pennsylvania) 28: 144-52, January 1926.
1143. **Hill, Howard C.** Teaching citizenship through practice. *Teachers journal and abstract*, 1: 111-15, February 1926.  
The author describes how civic education is being provided for in part through the so-called extra-curricular activities of the school.
1144. **James, Alfred P.** Teaching patriotism. *Educational review*, 70: 185-92, November 1925.  
Discusses the teaching of patriotism through the medium of the social studies.
1145. **Paul, John.** Education and citizenship. Are we fulfilling the fundamental demands of a democracy? *Virginia teacher*, 7: 73-78, March 1926.
1146. **Price, Guy V.** American history for citizenship. *Education*, 45: 489-99, April 1925.  
A plea for truth in historical textbooks.
1147. **Reynolds, Martha B.** Municipal pageantry as a means of civic education. *American city*, 33: 653-56, December 1925. illus.
1148. **Boss, Edward Alsworth.** Civic sociology; a textbook in social and civic problems for young Americans. *Yonkers-on-Hudson, N. Y., World book company*, 1925. vi [1] 365 p. 12°.
1149. **Shiels, Albert.** Viewpoints in civic education. *Teachers college record*, 26: 827-45, June 1925.  
The function of civic education is not to make perfect citizens, but to raise the level of civic living in a community from one generation to another.
1150. **Smith, E. B.** Education for citizenship in France. *Educational administration and supervision*, 11: 613-27, December 1925.
1151. **Wright, Myrtle L.** The city of make believe: a project in character-building and citizenship. *Elementary school journal*, 26: 376-86, January 1926.  
Discusses a project undertaken in the Lincoln school, Lewistown, Mont.

## MILITARY EDUCATION

1152. **Compulsory military training in American colleges. A symposium.** *Current history*, 24: 27-34, April 1926.  
Contains: (1) The system attacked, by David Y. Thomas, p. 27-31; (2) The system defended, by Charles P. Summerall, p. 31-34.
1153. **Massachusetts. Committee on militarism in education.** *Military training in the schools and colleges of Massachusetts; a survey.* [Boston, The Century press, 1926] 19 p. 12°.

## IMMIGRANT EDUCATION

1154. **Sharlip, William, and Owens, Albert A.** Adult immigrant education; its scope, content, and methods. New York, The Macmillan company, 1925. xviii, 317 p. 12°.

The great progress in adult immigrant education which has taken place in recent years has made it evident that there is a pedagogy peculiar to this particular field which must be recognized. Some of the topics taken up are aids to school organization and attendance, qualifications of the teacher, methods of teaching, daily program and class management, courses of study, use of tests and measurements, and selection of textbooks. An experiment in vocabulary control, carried out at the University of Pennsylvania and designed to increase the pupils' command of words relating to citizenship duties, is a noteworthy feature of this manual.

## EDUCATION OF WOMEN

1155. **National association of deans of women.** Proceedings of the twelfth meeting . . . Cincinnati, Ohio, February 26-28, 1925. 214 p. 8°.  
(Martha Doan, secretary, Earlham college, Richmond, Ind.)

Contains: 1. A. C. Purdy: Character building, p. 34-48. 2. Ada L. Comstock: New devices and desires in colleges for women, p. 50-67. 3. Frances F. Bernard: Changes in curricula in colleges for women, p. 67-70. 4. Lydia I. Jones: The contribution of the dean of women to the professional training of teachers, p. 70-81. 5. Sarah M. Sturtevant: Pressing needs in the field of the dean of girls, p. 81-88. 6. Lucy Elliott: The work of a dean of girls in a junior high school, p. 91-96. 7. Edith W. Everett: Theories and methods of visiting teacher work, p. 104-109. 8. T. W. Amos: Student government, p. 119-29. 9. J. B. Johnston: Methods of improving scholarship in the college of liberal arts, p. 148-58. 10. Frank Aydelotte: Promotion of scholarship through the honors student, p. 158-62. 11. C. R. Griffith: Mental hygiene for college students, p. 163-74. 12. George E. Vincent: The college and public health, p. 179-91.

1156. **Cummings, Mabel P.** Adaptation of the physical education program for girls to the strength and ability of the individual. *American physical education review*, 30: 325-29, June 1925.
1157. **Goets, Alice L.** Good posture for women. *American physical education review*, 31: 596-606, 658-63, January-February 1926.
1158. **Halsey, Elizabeth.** The college curriculum in physical education for women. *American physical education review*, 30: 490-96, November 1925.
1159. **Kirchwey, Freda.** Too many college girls. *Nation*, 120: 597-98, 625-27, 647-48, May 27, June 3, 10, 1925.

The second paper discusses examinations and tests; the third paper discusses "good college material."

1160. **Lord, Eleanor Louisa.** A study of Smith college graduates engaged in educational work based upon a questionnaire sent to 1,500 alumnae in 1923-1924. [n. p., 1925] 38 p. 12°.
1161. **Neilson, William A.** Overcrowding in women's colleges. *Nation*, 120: 539-40, May 13, 1925.
1162. **Peters, Iva L.** An experiment in the orientation of college women. *Journal of applied sociology*, 10: 220-28, January-February 1926.
1163. **Pisak, Frederica P.** The reading habits of the college girl. *American review of reviews*, 73: 171-74, February 1926.
1164. **Ravi-Booth, Vincent.** A new college for women. *Progressive education*, 2: 138-45, July-August-September 1925.

Describes a movement on foot to establish a new college for women at Old Bennington, Vt.

1165. **Richmond, Winifred.** The adolescent girl; a book for parents and teachers. New York, The Macmillan company, 1925. xiv, 212 p. 12°.

It is significant of the modern viewpoint that this study deals first with the abnormal and delinquent girl, and proceeds from her to the normal girl. It has been discovered that in the disintegrated minds of the abnormal we may find those elements of structure which are hidden in the complexities of the normal arrangement. The book discusses a critical period of life for the information of the average educated mother and of teachers.

1166. **Bogers, Agnes L.** The causes of elimination in colleges of liberal arts for women. Educational administration and supervision, 12: 145-54, March 1926.

Study based on data from the 1919-23 class of Goucher college, Baltimore.

1167. **Skonhoft, Lilli.** Standards in International federation of university women. Journal of the American association of university women, 19: 7-8, October 1925.

1168. **Vanuxem, Mary.** Education of feeble-minded women. New York city, Teachers college, Columbia university, 1925. v, 74 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 174.)

Bibliography: p. 68-74.

1169. **Vincent, Junius, pseud.** Ruth talks it over. New York, The Macmillan company, 1925. 130 p. 12°.

The author seeks to present the masculine point of view regarding the new styles of conduct which women are adopting or proposing to adopt in their daily life.

1170. **Wilson, M. O.** The intelligence and educational achievement of 250 freshman women of the University of Oklahoma. School and society, 21: 693-94, June 6, 1925.

1171. **Woodhouse, Chase Going.** The social sciences in the education of women. Progressive education, 2: 225-30, October-November 1925.

Says: "We are coming to recognize the need, especially in smaller communities, of the educated woman whose thinking has been directed along social lines, and who may be looked to as a leader of public opinion and a director of public activities in matters of everyday life of the community."

## EDUCATION OF RACIAL GROUPS

### NEGROES

1172. **Du Bois, W. E. Burghardt.** Negroes in college. Nation, 122: 228-30, March 3, 1926.

1173. **Favrot, Leo M.** Negro education in Coahoma county, Mississippi. Southern workman, 54: 489-96, November 1925.

1174. **Frazier, E. Franklin.** A community school . . . Southern workman, 54: 459-64, October 1925.

Describes the Fort Valley and Industrial school, Peach county, Ga.

1175. **Locke, Alain.** Negro education bids for par. Survey, 54: 567-70, 592-93, September 1, 1925.

This issue is the education number of Survey.

1176. **Manly, A. L.** Vocational guidance for colored people. Vocational guidance magazine, 4: 79-82, November 1925.

### INDIANS

1177. **Groves, Edna.** Home economics and Indian schools. Native American, 25: 197-99, October 10, 1925.

A fortnightly magazine devoted to Indian education.

1178. **Spalsbury, B. L.** Retardation studies in Indian schools. Indian leader, 28: 5-16, March 1925.

Investigation in the Mid-west supervisory district, which includes western Oklahoma, Kansas, and Nebraska.

## ORIENTALS

1179. **Keeton, George W.** The Chinese student at work. Nineteenth century, 98: 714-18, November 1925.

## EDUCATION OF THE DEAF

1180. **International conference on the education of the deaf, held at the London Day training college, Southampton Row, W. C., July 20, 21, 23, and 24, 1925, and at the Royal schools for the deaf, Margate, July 22, 1925.** London, Printed by Wm. H. Taylor and sons, 1925. viii, 256 p. plates. 8°.

This report contains a paper by Dr. Percival Hall, of Gallaudet College, Washington, D. C., on the higher education of the deaf in the United States and also accounts of the education of the deaf in foreign countries.

1181. **American instructors of the deaf, October 20, 1925.** American annals of the deaf, 71: 33-77, January 1926.

Alphabetically arranged by name, also giving the school address, and the subject taught.

1182. **American schools for the deaf.** American annals of the deaf, 71: 10-32, January 1926.

Tabular list, including public residential school, public day schools, denominational and private schools, and the industries taught to the deaf.

1183. **De Land, Fred.** Public school pupils with imperfect hearing. Volta review, 27: 414-16, August 1925.

1184. **Griffin, Mary E.** The industrial training of deaf girls. American annals of the deaf, 70: 339-50, September 1925.

1185. **La Crosse, Edwin L.** Auricular training in the Wright oral school. American annals of the deaf, 70: 302-10, September 1925.

Describes methods used at the Wright oral school, New York City.

1186. **McDermott, Valeria D.** A study of occupations, training, and placement of the adult deafened. [Washington, D. C.] 1925. 62 p. 8°.

At head of title: The Committee on industrial research of the American federation of organizations for the hard of hearing, inc., Washington, D. C.

1187. **Moore, Susa P.** Reeducation proves value at Central Institute for deaf. Nation's health, 7: 529-31, August 1925.

Describes work at the Central institute for the deaf, St. Louis, Mo.

1188. **Story, A. J.** The present position of the education of the deaf in Great Britain. Volta review, 28: 39-46, January 1926.

A paper presented before the International conference on the Education of the deaf, London, June, 1925. The writer is secretary of the National institute for the deaf, London.

1189. **Survey of schools for the deaf.** American annals of the deaf, 70: 391-421; 71: 97-135, November 1925, March 1926.

To be continued.

A report prepared on the basis of the data collected during 1924-1925 by the National research council's Committee on the survey of schools for the deaf.

1190. **Wright, John Dutton.** Schools for the deaf in the Orient. Volta review, 28: 49-52, January 1926.

1191. **Yale, Caroline A.** Special training for deaf children. 1. When shall it begin? 2. When shall it end? Volta review, 28: 139-42, March 1926.

## EXCEPTIONAL CHILDREN

1192. **Berry, Charles Scott.** The education of handicapped school children in Michigan. [Lansing, Mich.] The superintendent of public instruction, 1926. 56 p. 8°.

1193. **Burt, Cyril.** The young delinquent. New York, D. Appleton and company, 1925. xv, 619 p. plates, tables, diagrs. 8°.  
The author approaches the problem of the young criminal as a study in child psychology, and discusses both the causes and the treatment of delinquency in the young. Besides relating the cases of young offenders which Doctor Burt has handled in England, the book also deals with the treatment and training of "naughty" or "difficult" children generally, and with the explanation of their misconduct.
1194. **Farrell, Elizabeth E.** What New York city does for its problem children. Ungraded, 10: 10-18, October 1925.
1195. **Haines, Thomas H.** State laws relating to special classes and schools for mentally handicapped children in the public schools. Mental hygiene, 9: 529-55, July 1925.
1196. **Hanna, G. C.** Occupational efficiency of the mentally defective; a survey of the inmates of the Minnesota school for feeble-minded and colony for epileptics, Faribault. Minneapolis, Minn., [1924] v, 48 p. incl. tables. 8°. (Bulletin of the University of Minnesota. vol. xxvii, no. 55. College of education. Educational monograph no. 7.)
1197. **Hollingworth, Leta S.** Intellectually superior children. McClure's magazine, n. s. 1: 51-61, May 1925. illus.
1198. **Lee, A. Scott.** The selection of bright children for special classes. Elementary school journal, 26: 190-98, December 1925.  
In order to secure reliable data the following question was inserted in the questionnaire: "Does the groupings of 'bright pupils' in special classes tend to make them egotistical, snobbish, or undemocratic?" In the 51 questionnaires returned, only one school official expressed objection to the placing of bright pupils in special classes because they might develop such tendencies.
1199. **Morgan, Barbara Spofford.** Geistig und körperlich behinderte kinder in den Vereinigten Staaten von Nord-Amerika. Zeitschrift für kinderforschung, 31: 95-110, August 15, 1925.
1200. **Nash, Alice Morrison.** The use of pictures in teaching subnormal children. Training school bulletin, 22: 145-52, February 1926.  
"Teach it with pictures," is an expressive way of stating the thought of the writer.
1201. **Orleans, J. S.** Survey of educational facilities for crippled children in New York state. Albany, The University of the state of New York press, 1925. 26 p. 8°. (University of the state of New York bulletin . . . no. 835 . . . Sept. 1, 1925)
1202. **Pickett, Ralph E.** What New York City is doing for dull-normal pupils. Chicago schools journal, 8: 161-69, January 1926.
1203. The problem child in school. Narratives from case records of visiting teachers, by Mary B. Sayles; with a description of the purpose and scope of visiting teacher work, by Howard W. Nudd. New York, Joint committee on methods of preventing delinquency, 1925. 287 p. 8°.  
These narratives of school experience of exceptional children are grouped under the common types of parental attitudes, feelings of inferiority, diverse issues, questions of honesty, and sex problems. A general interpretation of the particular type involved is prefixed to each group of individual narratives. The book shows what the visiting teacher can accomplish in securing cooperation between home and school, and in adapting school methods to individual problem cases.
1204. **Roach, Marcella E.** Should retarded children leave school for work? Nation's health, 7: 539-41, 586, August 1925.  
Describes the manner in which Illinois handles the problem of children who desire to leave school for industry.
1205. **Root, A. E.** A survey of speech defectives in the public elementary schools of South Dakota. Elementary school journal, 26: 531-41, March 1926.  
A questionnaire study of 14,072 pupils in the public elementary schools of South Dakota.

1206. The school for crippled children. Part I. Academic work, by Emma L. Wettlin. Part II. Physical education, by Florence A. Meyer. Newark school bulletin, 6: 87-94, 111-17, January-February 1926. illus.
1207. Taylor, Grace A. Maintaining standards in classes of subnormal children. Ungraded, 11: 134-40, March 1926.
1208. Terhune, William B. The difficult child: a discussion of causes, types and treatment. Education, 46: 325-43, February 1926.
1209. Townsend, H. G. The discovery and education of the gifted. School and society, 23: 132-36, January 30, 1926.

## ADULT EDUCATION

1210. Conference of the British institute of adult education. 4th. Balliol College, Oxford. 1925. The groundwork of adult education; papers read at the fourth annual conference. London, The British institute of adult education [1925] viii, 127 p. 16°.
1211. Adult education. New republic, 45: 7-8, November 25, 1925.
1212. Bishop, William W. American library association study of adult education. Reprinted from proceedings of National university extension association, 1925. 14 p. 8°.
1213. Cartwright, Morse A. What is adult education in the United States. Library journal, 50: 743-45, September 15, 1925.  
Paper read before the National university extension association, at Charlottesville, Va., May 1, 1925.
1214. Hill, Robert T. Adult education; educational transformations. American educational digest, 45: 251-52, February 1926.
1215. Jacks, L. P. Adult education and the arts. Educational record, 7: 3-10, January 1926.
1216. Keppel, Frederick P. Education for adults. Yale review, 15: 417-32, April 1926.  
"What nationally we lack the most as I see it, is the habit—and in most communities the opportunity as well—of consecutive study in some subject for its own sake—history, literature, science, the fine arts, what you will—not to fill the pay envelope, directly or indirectly, but to develop in the student what experience has proved to be one of the most durable satisfactions of human life."—p. 425.
1217. Mitchell, Sydney B. Adult education for the librarian. Library journal, 50: 638-41, August 1925.  
Paper read at the meeting of the American Library Association, at Seattle, Wash., July, 1925.
1218. Richardson, Ethel. Education when it counts. Survey, 55: 215-16, November 15, 1925.  
A plea for adult education. Presents work accomplished in California.
1219. Van Sant, Clara. The college library and adult education. Public libraries, 30: 169-72, April 1925.  
Read before the Library section, Oklahoma educational association, February 1925.
1220. Yeazlee, Basil A. Spiritual values in adult education; a study of a neglected aspect. Oxford, University press; London, Humphrey Milford, 1925. 2 v. 8°.  
Volume one discusses the philosophy of adult as distinguished from other stages of education, relates adult education to religion, and gives a historical review of adult education in England during the nineteenth century. Volume two takes up the story of adult education in our own times, makes some constructive suggestions, and contains also a survey of the adult educational activities of the churches and kindred bodies.



## EDUCATION EXTENSION

1221. **Lincoln school of Teachers college.** Vacation activities and the school. New York city, The Lincoln school of Teachers college, 1925. 5 p. l., 3-64 p. plates. 12°.  
"Suggested list of books for mothers": p. 62-64.
1222. **Southern industrial education association for the industrial education of the white children in the mountain regions of the South.** Report, 1924-25. Washington, D. C., The Association, 1925. 16 p. 16°.
1223. **Stine, J. Bay.** Suggestive methods and materials for developing a course of study for general continuation schools. Department of vocational education, Teacher training division, Cleveland public schools. [Cleveland] 1925. 4 p. l., 198 p. 8°.  
Issued for the Ohio state board for vocational education, Columbus, Ohio.  
"References": p. 162-98.

## LIBRARIES AND READING

1224. **American library association.** Reading with a purpose; a series of reading courses. Chicago, American library association, 1926. 16 v. 12°.  
Contains: 1. Biology, by Vernon Kellogg.—2. English literature, by W. N. C. Carlton.—3. Ten pivotal figures in history, by A. W. Vernon.—4. Some great American books, by Dallas Lore Sharp.—5. Frontiers of knowledge, by J. L. Bennett.—7. Ears to hear: a guide for music lovers, by D. G. Mason.—8. Sociology and social problems, by H. W. Odum.—10. Conflicts in American public opinion, by William Allen White and W. E. Myer.—11. Psychology and its use, by E. D. Martin.—12. Philosophy, by Alexander Meiklejohn.—13. Our children, by M. V. O'Shea.—14. Religion in everyday life, by W. T. Grenfell.—15. The life of Christ, by Rufus M. Jones.—19. The poetry of our own times, by Marguerite Wilkinson.—20. The United States in recent times, by F. L. Paxson.—22. American education, by W. F. Russell.
1225. **Bostwick, Arthur E.** The meaning of the library school. *Library journal*, 51: 275-77, March 15, 1926.  
Describes the growth and standardization of library schools of recent months.
1226. **Brigham, Harold F.** Pensions for librarians. *Library journal*, 51: 267-75, March 15, 1926.  
Describes the provisions of a retirement plan, its administration, status of libraries, etc.
1227. **Buck, Gertrude.** Keys to the halls of books. Wauwatosa, Wis., The Kenyon press, 1926. 54 p. 8°.  
The author, who is instructor in library science, State normal school, Milwaukee, Wis., dedicates this work to all those who wish to become independent users of libraries, whom it is designed to assist.
1228. **Certain, C. C.** Elementary school library development. *Elementary English review*, 3: 83-89, March 1926.
1229. **Chamberlain, Essie, and Carter, Bertha.** Annotated home reading list. Illinois association of teachers of English bulletin, 18: 1-38, October 1, 1925.
1230. **Charters, W. W.** Formulating curricula standards for library schools. *American education*, 29: 252-57, February 1926.  
Informal address at the open meeting of the Board of education for librarianship. Chicago, April 16, 1925.
1231. **Dowse, H. N.** The place of the library in our industry. *Special libraries*, 16: 368-69, November 1925.
1232. **Etheridge, Mabel Wilkinson.** The social trend of county library activities. *Journal of rural education*, 5: 266-70, January-February 1926.

1233. **Folk, Paul J.** Some problems of the Catholic school library. *Catholic school journal*, 25: 251-52, November 1925.
1234. **Green, Jenny Lind.** Reading for fun. Illus. from photographs. Boston, R. G. Badger [1925] 205 p. front., photos. 12°.
1235. **Hamburger, L. Haffkin.** The Institute for library science at Moscow. *Library journal*, 50: 991-93, December 1, 1925.
1236. **Howson, Roger.** The Columbia library system as a research laboratory. *Columbia alumni news*, 17: 101-2, October 30, 1925.  
This number of the periodical is devoted to the University library, and other articles deal with the reference department, stack service, law library, A very architectural library, fine arts library, etc., etc.
1237. **Johnston, W. Dawson.** The American library in Paris. *School and society*, 22: 403-6, September 26, 1925.  
The writer is former director of this library.
1238. **Jordan, A. M.** Children's preferences for magazines. *High school journal*, 9: 7-11, 15, January 1926. tables.  
Gives 8 tables, setting forth the types of magazines preferred by boys and girls of different ages, in Greensboro and Charlotte, N. C.
1239. **Kaiser, John Boynton.** Newer functions of university libraries. *Library journal*, 51: 217-21, March 1, 1926.  
Also separately reprinted, in pamphlet form, New York, 1926. 16 p.
1240. **Long, Harriet Catherine.** County library service. Chicago, American library association, 1925. 206 p. plates. 8°.  
The author traces the origin and development of county libraries in the United States, and outlines methods of organization and administration for these libraries. The book is intended both for State agencies which are pushing the adoption of county libraries, and to aid county librarians in meeting their administrative problems, with the ultimate hope of contributing something to a better rural life.
1241. **Minneapolis. Board of education.** A reading list for pupils in junior and senior high schools, prepared by a Committee of the Minneapolis English club, under the direction of Miss Bridget T. Hayes, chairman and published by the Board of education of the Minneapolis public schools. [Minneapolis, 1925] 1 p. 1., 120 p. 12°.
1242. **Newberry, Marie A.** Study in reference work for training classes. *Library journal*, 50: 994-96, December 1, 1925.
1243. **Rankin, Rebecca B.** The special library movement in America. *Special libraries*, 16: 359-61, November 1925.
1244. **Scott, Almere L.** Package libraries in universities and colleges. *Library journal*, 50: 689-92, September 1, 1925.
1245. **Terman, Lewis and Lima, Margaret.** Children's reading; a guide for parents and teachers. New York, London, D. Appleton and company, 1926. xi, 363 p. 8°.  
The complicated problems of children's reading are investigated in this volume on the basis of an experimental study of the qualitative and quantitative aspects of juvenile reading with special reference to individual differences caused by age, sex, intelligence, and special interests.
1246. **Trinity college, Hartford.** A list of books for a college student's reading. Hartford, Printed for the College, 1925. 99 p. 12°. (On cover: Trinity college bulletin, vol. xxii, no. 2. New series.)
1247. **Turnidge, Cora L.** The library of a small high school. *High school*, 3: 8-10, November 1925.
1248. **Washburne, Carleton W. and Vogel, Mabel.** Scientific selection of books for the school library. *Educational administration and supervision*, 12: 14-16, January 1926.

1249. Washburne, Carleton W. and Vogel, Mabel. *Winnetka graded book list. Results of a statistical investigation as to the books enjoyed by children of various ages and measured degrees of reading ability.* Chicago, American library association, 1926. 286 p. incl. tables, diags. 12°.
1250. *What children like to read? A symposium.* *Elementary English review*, 2: 283-89, October 1925.  
Opinions given by various librarians of children's libraries.
1251. Witmer, Eleanor M. *Book selection for the school library.* *Colorado school journal*, 41: 26-29, February 1926.  
Mentions several bases of selection.
1252. Wolf, Estelle. *The need for library instruction.* *Libraries*, 21: 41-43, January 1926.
1253. Woods, Roy C. *The normal training library.* *Midland schools*, 40: 93, November 1925.  
A list of books selected from results of a questionnaire sent to normal school libraries in the state of Iowa.

#### BUREAU OF EDUCATION: RECENT PUBLICATIONS

1254. *Accredited secondary schools in the United States; prepared in the Statistical division, Frank M. Phillips, chief.* Washington, Government printing office, 1925. 119 p. 8°. (Bulletin, 1925, no. 11)
1255. *Adult education for foreign-born and native illiterates; by Charles M. Herlihy.* Washington, Government printing office, 1925. 12 p. 8°. (Bulletin, 1925, no. 36)  
Advance sheets from the Biennial survey of education in the United States, 1922-1924.
1256. *Agricultural education; by George A. Works.* Washington, Government printing office, 1925. 11 p. 8°. (Bulletin, 1925, no. 32)  
Advance sheets from the Biennial survey of education in the United States, 1922-1924.
1257. *Annual report of the Commissioner of education to the Secretary of the Interior for the fiscal year ended June 30, 1925.* 36 p. 8°.
1258. *Art education in the United States; by Royal Bailey Farnum.* Washington, Government printing office, 1926. 16 p. 8°. (Bulletin, 1925, no. 38)  
Advance sheets from the Biennial survey of education in the United States, 1922-1924.
1259. *Bibliography of science teaching in secondary schools.* Comp. by Earl R. Glenn, assisted by Josephine Walker. Washington, Government printing office, 1925. 161 p. 8°. (Bulletin, 1925, no. 13)
1260. *Bibliography of secondary education research, 1920-1926; by E. E. Windes and W. J. Greenleaf.* A report of the National committee on research in secondary education. Washington, Government printing office, 1926. 95 p. 8°. (Bulletin, 1926, no. 2)
1261. *Constructive tendencies in rural education; by Katherine M. Cook.* Washington, Government printing office, 1925. 27 p. 8°. (Bulletin, 1925, no. 25)  
Advance sheets from the Biennial survey of education in the United States, 1922-1924.
1262. *Contribution of home economics to citizenship training.* Proceedings of the National conference of city supervisors of home economics, Washington, April 21, 1924. Prepared by Emeline S. Whitcomb. Washington, Government printing office, 1925. 43 p. 8°. (Bulletin, 1925, no. 3)

1263. Courses in rural education offered in universities, colleges, and normal schools; prepared in the Rural education division, Katherine M. Cook, chief. Washington, Government printing office, 1925. 18 p. 8°. (Rural school leaflet, no. 37, March 2, 1925)
1264. Cycles of garden life and plant life. A series of projects in nature study for elementary schools; by Florence C. Fox. Washington, Government printing office, 1925. 98 p. illus. 8°. (Bulletin, 1925, no. 15)
1265. Education pays the state; by Merle A. Foster. Washington, Government printing office, 1926. 27 p. 8°. (Bulletin, 1925, no. 33)
1266. Educational boards and foundations, 1922-1924; by Henry R. Evans. Washington, Government printing office, 1925. 12 p. 8°. (Bulletin, 1925, no. 34)
- Advance sheets from the Biennial survey of education in the United States, 1922-1924.
1267. Educational directory, 1925. Washington, Government printing office, 1925. 201 p. 8°. (Bulletin, 1925, no. 1)
1268. Educational directory, 1926. Washington, Government printing office, 1926. 129 p. 8°. (Bulletin, 1926, no. 1)
1269. Elementary instruction of adults. Report of National illiteracy conference committee. Washington, Government printing office, 1925. 33 p. 8°. (Bulletin, 1925, no. 8)
1270. The faith of the American people in public education; by Jno. J. Tigert. Washington, Government printing office, 1925. 10 p. 8°.
1271. A federal university for the people. United States Department of the Interior, Hubert Work, Secretary; Bureau of Education, John J. Tigert, Commissioner. Washington, Government printing office, 1926. 35 p. 8°.
1272. Health and physique of school children; by James Frederick Rogers. Washington, Government printing office, 1925. 16 p. 8°. (Bulletin, 1925, no. 21)
- Advance sheets from Biennial survey of education in the United States, 1922-1924.
1273. High school education of the farm population in selected states; by E. E. Windes. Washington, Government printing office, 1925. 24 p. 8°. (Bulletin, 1925, no. 6)
1274. Home economics instruction in universities, colleges, state teachers colleges, and normal schools. Washington, Government printing office, 1926. 16 p. 8°. (Home economics circular, no. 20, January 1926)
1275. How, why, and when to prepare for American education week, November 16-22, 1925. Washington, Government printing office, 1925. 30 p. 8°.
1276. Important state laws relating to education, enacted in 1922 and 1923. Comp. by William R. Hood. Washington, Government printing office, 1925. 82 p. 8°. (Bulletin, 1925, no. 2)
1277. Improvement in teaching reading in rural schools; by Maud C. Newbury. Washington, Government printing office, 1924. 7 p. 8°. (Rural school leaflet, no. 35, December, 1924)
1278. The improvement of rural schools by standardization; by Edith A. Lathrop. Washington, Government printing office, 1925. 28 p. illus. 8°. (Rural school leaflet, no. 32)
1279. Industrial education; by Maris M. Proffitt. Washington, Government printing office, 1926. 16 p. 8°. (Bulletin, 1925, no. 37)

Advance sheets from the Biennial survey of education, 1922-1924.

1280. Kindergarten legislation; by Nina C. Vandewalker. Washington, Government printing office, 1925. 32 p. 8°. (Bulletin, 1925, no. 7)
1281. Land-grant college education, 1910 to 1920. Pt. I. History and educational objectives. Ed. by Walton C. John. Washington, Government printing office, 1925. 51 p. plates. 8°. (Bulletin, 1924, no. 30)
1282. Land-grant college education, 1910 to 1920. Pt. II. The liberal arts and sciences including miscellaneous subjects and activities. Ed. by Walton C. John. Washington, Government printing office, 1925. 108 p. illus., plates. 8°. (Bulletin, 1924, no. 37)
1283. Land-grant college education, 1910 to 1920. Pt. III. Agriculture. Ed. by Walton C. John. Washington, Government printing office, 1925. 108 p. plates. 8°. (Bulletin, 1925, no. 4)
1284. Land-grant college education, 1910-1920. Pt. IV. Engineering and mechanic arts. Ed. by Walton C. John. Washington, Government printing office, 1925. 75 p. plates. 8°. (Bulletin, 1925, no. 5)
1285. Land-grant college education, 1910-1920. Pt. V. Home economics. Ed. by Walton C. John. Washington, Government printing office, 1925. 91 p. plates. 8°. (Bulletin, 1925, no. 29)
1286. Legal provisions for rural high schools; by William R. Hood. Washington, Government printing office, 1925. 60 p. 8°. (Bulletin, 1924, no. 40)
1287. Legislation on the junior high school; by Paul W. Terry and William J. Marquis. Washington, Government printing office, 1924. 42 p. 8°. (Bulletin, 1924, no. 29)
1288. List of references on Education for citizenship; prepared in the Library division, Bureau of Education. Washington, Government printing office, 1925. 16 p. 8°. (Library leaflet no. 30, January 1925.)
1289. List of references on Student self-government and the honor system; prepared in the Library division, Bureau of education, John D. Wolcott, chief. Washington, Government printing office, 1925. 6 p. 8°. (Library leaflet, no. 31, March 1925)
1290. List of references on Vocational guidance; prepared in the Library division, John D. Wolcott, chief. Washington, Government printing office, 1925. 11 p. 8°. (Library leaflet, no. 32, October, 1925)
1291. A manual of educational legislation for the guidance of committees on education in the State legislatures. Prepared under the direction of the Rural division, Bureau of Education. Washington, Government printing office, 1925. 51 p. 8°. (Bulletin, 1924, no. 36)
1292. Medical education, 1922-1924; by N. P. Colwell. Washington, Government printing office, 1925. 14 p. 8°. (Bulletin, 1925, no. 31)
- Advance sheets from the Biennial survey of education in the United States, 1922-1924.
1293. Motivation of arithmetic; by G. M. Wilson. Washington, Government printing office, 1926. 60 p. 8°. (Bulletin, 1925, no. 43)
1294. Organization, housing, and staffing of state departments of education, 1923-24; by Herbert M. Carle. Washington, Government printing office, 1925. 16 p. 8°. (Statistical circular, no. 5, July, 1925)
1295. Parent-teacher associations at work; by Ellen C. Lombard. Washington, Government printing office, 1925. 15 p. 8°. (Bulletin, 1925, no. 30)
- Advance sheets from the Biennial survey of education, 1922-1924.
1296. Per capita costs in city schools, 1923-24; prepared in the Statistical division, Frank M. Phillips, chief. Washington, Government printing office, 1925. 7 p. 8°. (Statistical circular, no. 4, March, 1925)

1297. Preparation of teachers for rural consolidated and village schools. Plan of observation and practice teaching used in the Louisiana state normal college; by L. J. Alleman. Washington, Government printing office, 1925. 8 p. 8°. (Rural school leaflet, no. 38, April, 1925)
1298. The pre-school child. A short reading course for pre-school study circles. Washington, Government printing office, 1925. 4 p. 8°. (Reading course, no. 29)
1299. Problems in physical education. Report of a conference of state directors of physical education; by James Frederick Rogers. Washington, Government printing office, 1925, 19 p. 8°. (Physical education series, no. 5, January, 1925)
1300. Professional staff of state departments of education; by Arthur Wesley Ferguson. Washington, Government printing office, 1925. 64 p. 8°. (Bulletin, 1925, no. 17)
1301. Progress and prospect in school health work; prepared in the Division of physical education and hygiene, James Frederick Rogers, chief, with the cooperation of the Statistical division, Frank M. Phillips, chief. Washington, Government printing office, 1925. 54 p. 8°. (School health studies, no. 10)
1302. Progress in home economics education; by Emeline S. Whitcomb. Washington, Government printing office, 1926. 17 p. 8°. (Bulletin, 1926, no. 4)  
Advance sheets from the Biennial survey of education in the United States, 1922-1924.
1303. Progress in kindergarten education; by Nina C. Vandewalker. Washington, Government printing office, 1925. 20 p. 8°. (Bulletin, 1925, no. 18)  
Advance sheets from the Biennial survey of education in the United States, 1922-1924.
1304. The progress of dental education; by Frederick C. Waite. Washington, Government printing office, 1925. 27 p. 8°. (Bulletin, 1925, no. 39)  
Advance sheets from the Biennial survey of education in the United States, 1922-1924.
1305. Publications of the United States Bureau of education pertaining to rural education; by Florence E. Reynolds. Washington, Government printing office, 1924. 23 p. 8°. (Rural school leaflet, no. 36, December, 1924)
1306. Recent data on consolidation of schools and transportation of pupils; by James F. Abel. Washington, Government printing office, 1925. 24 p. 8°. (Bulletin, 1925, no. 22)
1307. Recent progress in legal education; by Alfred Z. Reed. Washington, Government printing office, 1926. 30 p. 8°. (Bulletin, 1926, no. 3)  
Advance sheets from the Biennial survey of education in the United States, 1922-1924.
1308. Record of current educational publications; comprising publications received by the Bureau of Education to April 1, 1925. Comp. in the Library division, John D. Wolcott, chief. Washington, Government printing office, 1925. 59 p. 8°. (Bulletin, 1925, no. 14)
1309. Review of educational legislation, 1923-1924; by William R. Hood. Washington, Government printing office, 1926. 22 p. 8°. (Bulletin, 1925, no. 35)  
Advance sheets from the Biennial survey of education in the United States, 1922-1924.
1310. The Rhodes scholarships. Memorandum . . . 1926. Washington, Government printing office, 1926. 4 p. f°. (Higher education circular, no. 31, April 1926)

1311. A rural curriculum: an outstanding need in rural schools; by Fannie W. Dunn. Washington, Government printing office, 1926. 4 p. 8° (Rural school leaflet, no. 46, February 1926)
1312. The rural high school, its organization and curriculum; by Emery B. Ferriss. Washington, Government printing office, 1925. 74 p. 8° (Bulletin, 1925, no. 10)
1313. Salaries of rural teachers and length of school term in 1924; by Alex Summers. Washington, Government printing office, 1926. 34 p. 8° (Rural school leaflet, no. 39, January 1926)
1314. Samples of teacher self-rating cards; comp. by Bertha Y. Hebb. Washington, Government printing office, 1925. 15 p. 8°. (City school leaflet, no. 18, February, 1925)
1315. The school as the people's clubhouse; by Harold O. Berg. Washington, Government printing office, 1925. 16 p. 8°. (Physical education series, no. 6)
1316. School nurse administration; prepared in the Division of physical education and school hygiene, James F. Rogers, chief. Washington, Government printing office, 1925. 10 p. 8°. (School health studies no. 11, July, 1925)
1317. Some lessons from a decade of rural supervision; by Annie Reynolds. Washington, Government printing office, 1925. 19 p. 8°. (Bulletin, 1925, no. 9)
1318. Some recent movements in city school systems; by W. S. Deffenbaugh. Washington, Government printing office, 1925. 22 p. 8°. (Bulletin, 1925, no. 27)  
Advance sheets from the Biennial survey of education in the United States, 1922-1924.
1319. Statistical survey of education, 1921-22; by Frank M. Phillips. Washington, Government printing office, 1925. 30 p. 8°. (Bulletin, 1924, no. 38)  
Advance sheets from the Biennial survey of education in the United States, 1920-1922.
1320. Statistics of city school systems, 1921-22; prepared in the Statistical division of the Bureau of Education under the direction of Frank M. Phillips. Washington, Government printing office, 1925. 222 p. 8°. (Bulletin, 1924, no. 34)  
Advance sheets from the Biennial survey of education in the United States, 1920-1922.
1321. Statistics of kindergartens, 1923-24; prepared in the Statistical division, Frank M. Phillips, chief. Washington, Government printing office, 1925. 7 p. 8°. (Bulletin, 1925, no. 20)  
Advance sheets from the Biennial survey of education in the United States, 1922-1924.
1322. Statistics of land-grant colleges, year ended June 30, 1923; by Walter J. Greenleaf. Washington, Government printing office, 1926. 51 p. 8°. (Bulletin, 1925, no. 19)
1323. Statistics of land-grant colleges, year ended June 30, 1924; by Walter J. Greenleaf. Washington, Government printing office, 1926. 51 p. 8°. (Bulletin, 1925, no. 26)
1324. Statistics of private high schools and academies, 1923-24; prepared in the Division of statistics, Frank M. Phillips, chief. Washington, Government printing office, 1925. 37 p. 8°. (Bulletin, 1925, no. 23)  
Advance sheets from the Biennial survey of education in the United States, 1922-1924.

1325. *Statistics of public high schools, 1923-1924*; prepared in the Division of statistics, Frank M. Phillips, chief. Washington, Government printing office, 1926. 38 p. 8°. (Bulletin, 1925, no. 40)

Advance sheets from the Biennial survey of education in the United States, 1922-1924.

1326. *Statistics of state school systems, 1923-24*; prepared in the Division of statistics, Frank M. Phillips, chief. Washington, Government printing office, 1926. 43 p. 8°. (Bulletin, 1925, no. 42)

Advance sheets from the Biennial survey of education in the United States, 1922-1924.

1327. *Statistics of state universities and state colleges for year ending June 30, 1924*; prepared in the Division of statistics, Frank M. Phillips, chief. Washington, Government printing office, 1925. 23 p. 8°. (Bulletin, 1925, no. 12)

1328. *Statistics of teachers colleges and normal schools, 1923-24*; prepared in the Statistical division, Frank M. Phillips, chief. Washington, Government printing office, 1926. 60 p. 8°. (Bulletin, 1925, no. 28)

Advance sheets from the Biennial survey of education in the United States, 1922-1924.

1329. *Statistics of universities, colleges and professional schools, 1923-24*; prepared in the Statistical division, Frank M. Phillips, chief. Washington, Government printing office, 1926. 161 p. 8°. (Bulletin, 1925, no. 45)

Advance sheets from the Biennial survey of education in the United States, 1922-1924.

1330. *Status of the high school principal*; by Dan Harrison Eikenberry. Washington, Government printing office, 1926. 71 p. 8°. (Bulletin, 1925 no. 24)

1331. *The story of the Declaration of Independence*; prepared under the direction of Jno. J. Tigert, by James C. Boykin. Washington, Government printing office, 1926. 20 p. 12°.

1332. *Teachers' and pupils' reading circles sponsored or conducted by state departments of education*; by Ellen C. Lombard. Washington, Government printing office, 1925. 12 p. 8°. (Home education circular, no. 7, March, 1925)

1333. *Time allotments in the elementary school subjects*; by Fred C. Ayer. Washington, Government printing office, 1925. 22 p. 8°. (City school leaflet, no. 19, February, 1925)

1334. *Training of dental hygienists*; by James Frederick Rogers. Washington, Government printing office, 1925. 4 p. 8°. (School health studies, no. 9, May, 1925)

1335. *Uses of intelligence and achievement tests in 215 cities*; by W. S. Deffenbaugh. Washington, Government printing office, 1925. 3 p. 8°. (City school leaflet, no. 20, March, 1925)

1336. *Visual education and the St. Louis school museum*; by Carl G. Rathmann. Washington, Government printing office, 1925. 36 p. illus. 8°. (Bulletin, 1924, no. 39)

1337. *Work of the Bureau of Education for the natives of Alaska*; by William Hamilton. Washington, Government printing office, 1925. 5 p. 8° (Bulletin, 1925, no. 16)

Advance sheets from the Biennial survey of education in the United States, 1922-1924.



## PERIODICALS REPRESENTED IN THIS RECORD

- Advocate of peace, 612-14 Colorado building, Washington, D. C.
- Alabama school journal, Alabama education association, 130 South Nineteenth Street, Birmingham, Ala.
- Alaska school bulletin, Territorial department of education, Juneau, Alaska.
- American annals of the deaf, Gallaudet College, Washington, D. C.
- American city, 443 Fourth Avenue, New York, N. Y.
- American education, New York education company, 467 Broadway, Albany; N. Y.
- American educational digest, 1126-28 Q Street, Lincoln, Nebr.
- American journal of nursing, 19 West Main Street, Rochester, N. Y.
- American journal of public health, American public health association, 372 Broadway, Albany, N. Y.
- American journal of sociology, University of Chicago press, Chicago, Ill.
- American law school review, West publishing company, St. Paul, Minn.
- American penman, 55 Fifth Avenue, New York, N. Y.
- American physical education review, Box G, Highland Station, Springfield, Mass.
- American review, 509-13 East Street, Bloomington, Ill.
- American review of reviews, 55 Fifth Avenue, New York, N. Y.
- American school board journal, Bruce publishing company, 354 Milwaukee Street, Milwaukee, Wis.
- American schoolmaster, State normal college, Ypsilanti, Mich.
- Annals of the American academy of political and social science, Rumford press building, Concord, N. H.
- Arizona teacher and home journal, State teachers' association, Phoenix, Ariz.
- Asia, Asia magazine, inc., 10 Ferry Street, Concord, N. H.
- Association of American colleges bulletin, Lancaster, Pa.
- Atlantic monthly, 8 Arlington Street, Boston, Mass.
- Balance sheet, South-Western publishing company, Third and Vine Streets, Cincinnati, Ohio.
- Baltimore bulletin of education, Board of school commissioners, Bureau of research, Carrollton Avenue and Saratoga Street, Baltimore, Md.
- Boston medical and surgical journal, 126 Massachusetts Avenue, Boston, Mass.
- Boston teachers' news-letter, Boston teachers' club, 739 Boylston Street, Boston, Mass.
- Bulletin, National association of teachers in colored schools, Tuskegee Institute, Ala.
- Bulletin of high points in the work of the high schools of New York city, Hall of the Board of education, 500 Park Avenue, New York, N. Y.
- Bulletin of the American association of university professors, 225 Church Street, Easton, Pa.
- Bulletin of the Pan-American union, Washington, D. C.
- California quarterly of secondary education, California society for the study of secondary education, Berkeley, Calif.
- Catholic educational review, Catholic education press, Washington, D. C.
- Catholic school interests, 178 Kenilworth Avenue, Elmhurst, Ill.
- Catholic school journal, 445 Milwaukee Street, Milwaukee, Wis.
- Chicago schools journal, Chicago normal college, Chicago, Ill.
- Child study, Child study association of America, inc., 54 West Seventy-fourth Street, New York, N. Y.
- Child-welfare magazine, National congress of parents and teachers, 7700 Lincoln Drive, Chestnut Hill, Philadelphia, Pa.
- Childhood education, International kindergarten union, inc., Williams and Wilkins company, Baltimore, Md.

- Christian education, Council of church boards of education in the United States, 111 Fifth Avenue, New York, N. Y.
- Christian student, 150 Fifth Avenue, New York, N. Y.
- Church school journal (continuing the Sunday school journal) Methodist book concern, Cincinnati, Ohio.
- Classical journal, Torch press, Cedar Rapids, Iowa.
- Colorado school journal, Colorado education association, 520 Commonwealth building, Denver, Colo.
- Columbia alumni news, Columbia university, New York, N. Y.
- Commercial education (formerly Journal of commercial education) 44 North Fourth Street, Philadelphia, Pa.
- Connecticut schools, State board of education, Hartford, Conn.
- Contemporary review, Leonard Scott publishing company, New York, N. Y.
- Current history, New York Times, New York, N. Y.
- Delta chi quarterly, George Banta publishing company, Menasha, Wis.
- Education, 120 Boylston Street, Boston, Mass.
- Education bulletin, Department of public instruction, Trenton, N. J.
- Educational administration and supervision, Warwick and York, inc., Baltimore, Md.
- Educational measurement review, Southern California educational research association, 716 Westlake professional building, Los Angeles, Calif.
- Educational record, American council on education, 24-36 Jackson Place, Washington, D. C.
- Educational research bulletin, Ohio state university, Bureau of educational research, Columbus, Ohio.
- Educational review, Doubleday, Page and company, Garden City, N. Y.
- Educational screen, 5 South Wabash Avenue, Chicago, Ill.
- Elementary English review, 6505 Grand River Avenue, Detroit, Mich.
- Elementary school journal, Faculty of the school of education, University of Chicago, Chicago, Ill.
- English journal, University of Chicago press, Chicago, Ill.
- English leaflet, New England association of teachers of English, Boston, Mass.
- Extension monitor, University of Oregon, Eugene, Oreg.
- Federal council bulletin, Federal council of churches of Christ in America, 105 East Twenty-second Street, New York, N. Y.
- Forum, 354 Fourth Avenue, New York, N. Y.
- Geisteskultur, Walter de Gruyter & Co., Berlin and Leipzig, Germany.
- General magazine and historical chronicle, General alumni society of the University of Pennsylvania, Philadelphia, Pa.
- General science quarterly, Salem, Mass.
- Good housekeeping, 119 West Fortieth Street, New York, N. Y.
- Harvard alumni bulletin, 50 State Street, Boston, Mass.
- Harvard graduates' magazine, 321 Shawmut bank building, Boston, Mass.
- Hawaii educational review, Department of public instruction, Honolulu, H. T.
- High school, University of Oregon, School of education, Eugene, Oreg.
- High school journal, University of North Carolina, School of education, Chapel Hill, N. C.
- High school teacher, High school teacher company, Columbus, Ohio.
- Historical outlook, McKinley publishing company, Philadelphia, Pa.
- Home economics counselor, State department of education, Vocational division, Santa Fé, N. M.
- Home, school, and community, 35 Poplar Street, Atlanta, Ga.
- Illinois alumni news, University of Illinois alumni association, Station A, Champaign, Ill.

- Illinois association of teachers of English bulletin, Urbana, Ill.  
 Independent, 10 Arlington Street, Boston, Mass.  
 Indian leader, Haskell institute, Lawrence, Kans.  
 Indiana teacher (formerly Educator journal) State teachers' association, 208 Claypool Hotel, Indianapolis, Ind.  
 Indiana university alumni quarterly, 225 North New Jersey Street, Indianapolis, Ind.  
 Industrial-arts magazine, Bruce publishing company, 354 Milwaukee Street, Milwaukee, Wis.  
 Industrial education magazine, Manual arts press, Peoria, Ill.  
 International journal of religious education, 1516 Mallery building, 5 South Wabash Avenue, Chicago, Ill.  
 Journal of applied psychology, Williams and Wilkins company, Mount Royal, and Guilford Avenues, Baltimore, Md.  
 Journal of applied sociology, 3551 University Avenue, Los Angeles, Calif.  
 Journal of Arkansas education, Arkansas education association, Little Rock, Ark.  
 Journal of chemical education, 225 Church Street, Easton, Pa.  
 Journal of delinquency, Whittier state school, Department of research, Whittier, Calif.  
 Journal of education, 6 Beacon Street, Boston, Mass.  
 Journal of education and School world, 3 Ludgate Broadway, E. C. 4, London, England.  
 Journal of educational method, World book company, Yonkers-on-Hudson, N. Y.  
 Journal of educational psychology, Warwick and York, inc., Baltimore, Md.  
 Journal of educational research, Public school publishing company, Bloomington, Ill.  
 Journal of engineering education (formerly Engineering education), Lancaster, Pa.  
 Journal of experimental psychology, Psychological review company, Princeton, N. J.  
 Journal of geography, 2240 Calumet Avenue, Chicago, Ill.  
 Journal of home economics, American home economics association, 1211 Cathedral Street, Baltimore, Md.  
 Journal of rural education, 525 West One hundred and twentieth Street, New York, N. Y.  
 Journal of social forces (now Social forces), University of North Carolina press, Chapel Hill, N. C.  
 Journal of social hygiene, American social hygiene association, 27-29 Columbia Street, Albany, N. Y.  
 Journal of the American association of university women, Rumford building, Ferry Street, Concord, N. H.  
 Journal of the American medical association, 538 North Dearborn Street, Chicago, Ill.  
 Journal of the Barnes foundation, Barnes foundation press, Merion, Montgomery County, Pa.  
 Journal of the Louisiana teachers' association, Baton Rouge, La.  
 Journal of the National education association, 1201 Sixteenth Street, Washington, D. C.  
 Journal of the Washington academy of sciences, Washington, D. C.  
 Kansas teacher and Western school journal, State education association, 923 Kansas Avenue, Topeka, Kans.  
 Kentucky school journal, State education association, 319-20 Starks building, Louisville, Ky.

- Kindergarten and first-grade magazine (now American childhood), Milton Bradley company, Springfield, Mass.
- Latin notes, Service bureau for Latin teachers, Teachers college, Columbia university, New York, N. Y.
- Libraries (formerly Public libraries) 216 West Monroe Street, Chicago, Ill.
- Library journal, R. R. Bowker company, New York, N. Y.
- McClure's magazine, 80 Lafayette Street, New York, N. Y.
- Mathematics teacher, National council of teachers of mathematics, Camp Hill, Pa.
- Mental hygiene, 372-74 Broadway, Albany, N. Y.
- Michigan alumnus, University of Michigan, Ann Arbor, Mich.
- Michigan education journal, State teachers' association, 809 Prudden building, Lansing, Mich.
- Midland schools, Iowa state teachers' association, 407 Youngerman building, Des Moines, Iowa.
- Mind and body, New Ulm, Minn.
- Modern language journal, National federation of modern language teachers, University of Pennsylvania, Philadelphia, Pa.
- Modern languages, Modern language association of Southern California, 1240 South Main Street, Los Angeles, Calif.
- Nation, 20 Vesey Street, New York, N. Y.
- Nation's health, Modern hospital publishing company, Chicago, Ill.
- Native American, United States Indian vocational school, Phoenix, Ariz.
- Nature magazine, American nature association, 1214 Sixteenth Street N. W., Washington, D. C.
- Nebraska alumnus, University of Nebraska, Lincoln, Nebr.
- New republic, 421 West Twenty-first Street, New York, N. Y.
- New Jersey journal of education, State teachers' association, Newark, N. J.
- New York state education, State teachers' association, 100-4 Liberty Street, Utica, N. Y.
- Newark school bulletin, Newark, N. J.
- Nineteenth century, Leonard Scott publishing company, New York, N. Y.
- Normal instructor and primary plans, F. A. Owen publishing company, Danville, N. Y.
- North American review, 9 East Thirty-seventh Street, New York, N. Y.
- Oberlin alumni magazine, Oberlin college, Oberlin, Ohio.
- Oklahoma teacher, Oklahoma educational association, Oklahoma City, Okla.
- Oregon state teachers' association quarterly, Salem, Oreg.
- Outlook, 361 Fourth Avenue, New York, N. Y.
- Pädagogisches zentralblatt, herausgegeben vom Zentral-institut für erziehung und unterricht, Julius Beltz, Langensalza, Germany.
- Peabody journal of education, George Peabody college for teachers, Nashville, Tenn.
- Pedagogical seminary and Journal of genetic psychology, Clark university, Worcester, Mass.
- Pennsylvania school journal, State education association, 400 North Third Street, Harrisburg, Pa.
- Philippine education magazine, Philippine education company, inc., 101-3 Escotts, Manila, P. I.
- Popular educator (now Primary education-Popular educator) Educational publishing company, 234 Boylston Street, Boston, Mass.
- Printing instructor, United typothetæ of America, 600 West Jackson Boulevard, Chicago, Ill.
- Progressive education, Progressive education association, Washington, D.C.
- Public health nurse, 372-74 Broadway, Albany, N. Y.

- Public libraries (now Libraries) 216 West Monroe Street, Chicago, Ill.  
 Public school messenger, Board of education, St. Louis, Mo.  
 Publishers' weekly, 62 West Forty-fifth Street, New York, N. Y.  
 Quarterly journal of speech education, National association of teachers of speech,  
 10 and 12 Chester Street, Champaign, Ill.  
 Religious education, Religious education association, 308 North Michigan Avenue,  
 Chicago, Ill.  
 Safety education, National safety council, Education division, 120 West Forty-  
 second Street, New York, N. Y.  
 Scholastic editor, Scholastic publishing company, 109 South Hall, Madison, Wis.  
 School and community, Missouri state teachers' association, Columbia, Mo.  
 School and society, Science press, Garrison, N. Y.  
 School music, 729 Franklin Street, Keokuk, Iowa.  
 School of education record, University of North Dakota, Grand Forks, N. D.  
 School review, University of Chicago, School of education, Chicago, Ill.  
 School science and mathematics, Mount Morris, Ill.  
 Science, American association for the advancement of science, Science press,  
 Garrison, N. Y.  
 Scientific monthly, Science press, Garrison, N. Y.  
 Seattle grade club magazine, 316-17 Central building, Seattle, Wash.  
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DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

BULLETIN, 1926, No. 17

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## NOTE

The following pages contain a classified and annotated list of current educational publications received by the library of the Bureau of Education to July 1, 1926. The last preceding list in this series of records was issued as Bulletin, 1926, No. 15 and comprised publications received by the Bureau of Education to April 1, 1926.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

## EDUCATIONAL HISTORY AND BIOGRAPHY.

**Birmingham, Ala. Public schools.** Report of the Birmingham public schools, September 1, 1920 to August 31, 1925. Birmingham, Ala., 1926. 221 p. 8°.

Contains an historical sketch, giving school statistics from 1883 to 1925.

**Chamberlain, Hope Summerell.** Old days in Chapel Hill; being the life and letters of Cornelia Phillips Spencer. Chapel Hill, the University of North Carolina press; London, H. Milford, Oxford university press, 1926. x, 325 p. front. (port.) illus. 8°.

**Kerr, Robert Y.** The Wittemberg Manual labor college. Iowa journal of history and politics, 24: 290-304, April 1926.

Historical sketch of this unique institution, of its conception and its demise.

**Randall, John Herman.** The making of the modern mind; a survey of the intellectual background of the present age. Boston, New York [etc.] Houghton Mifflin company [1926]. x, 653 p. 8°.

The author traces, in this book, the development of thought from the earliest periods of western civilization to the present, seeking by means of a sympathetic introduction into the spirit of the past to make modern views of life more intelligible to his readers.

**Smith, Theodore Clarke.** The life and letters of James Abram Garfield. New Haven, Yale university press, 1925. 2 v. fronts. (ports.). 8°.

A biography of General Garfield, containing the story of his education and his early career as teacher and college president. It also includes General Garfield's activities in Congress in connection with the establishment of the United States Bureau of Education.

**Special Jefferson number.** Virginia journal of education, vol. 19, no. 9, May 1926. illus.

Deals with Jefferson and the Declaration of Independence, Jefferson as President, Jefferson and William and Mary college, Jefferson as an educational pioneer, as a scientist, as an architect, etc.

## CURRENT EDUCATIONAL CONDITIONS.

### GENERAL AND UNITED STATES.

**Alexander, Carter.** A transplanted educational administration—the Philippine school system. School and society, 23: 697-707, June 5, 1926.

Gives a picture of education today in the Philippines, shows the influence of politics, and other defects in the system, and suggests methods of improvement.

An address given in part before the Educational research association, Washington, February 24, 1926.

**Claxton, Philander P.** Schools that get results. Tulsa spirit, p. 9, 39, May, 1926.

"Pay for and get the best" is the motto of the Tulsa board; annual budget requires nearly \$100 per student enrolled.

**Duffey, H. S.** Winchester's endowed public school system. High school teacher, 2: 176-79, May 1926. illus.

A provision made so that the sum of \$1,200,000 left by Judge John Handley has been made available as a perpetual endowment fund for the public schools of Winchester, Virginia.

**Education for everybody.** Survey (Graphic number) 41: 293-323, June 1, 1926.

Contains: Dorothy Canfield Fisher: A Cinderella among schools, p. 293-96. Ethel Richardson: Doing the thing that couldn't be done, p. 297-99, 333-36. Mary S. Gibson: Schools for the whole family, p. 300-3. Beulah Amidon: Home teachers in the city, p. 304-7, 338. Theresa Wolfson: Schools the miners keep, p. 308-10, 332. Rennie Smith: Folded arms and opened minds, p. 311. J. K. Hart: The secret of the independent farmers of Denmark, p. 312-15, 340-43. Hugh Mearns: Golden lads and girls, p. 319-320, 333.

**Gardner, Maude.** Martha Berry's labor of love. School arts magazine, 25: 519-26, May 1926. illus.

Description of the Martha Berry schools in Georgia.

**Good, Carter V.** The present status of the law relating to certain school matters. *Peabody journal of education*, 3: 313-20, May 1926.

A series of three papers which will discuss seven matters of importance to the public schools.

**Hackett, Frank S.** Independent schools. *Outlook*, 143: 138-39, May 26, 1926.

The independent school is "designed to supplant the narrow and misleading term, private school."

**Hagie, C. E.** Alaska and her schools. *Journal of the National education association*, 15: 165-67, June 1926. illus.

Written by the Superintendent of schools, at Wrangell, Alaska.

**Horn, John Louis.** The American public school; an introduction to the field of tax-supported education in the United States. New York and London, The Century company [1926] xx, 404 p. diagra. 8°. (The Century education series.)

In this book, the author presents the origins, fundamental principles, and organization of the American public school in such a way as to show its close relationship to democracy. The book details fully the relations of public education to the Government—local, State, and National.

**Judd, Charles H.** Some effects of the expansion of American education. *Teachers journal and abstract*, 1: 388-96, June 1926.

Discusses the platoon school, the junior high school, supervisory officers, curriculum revision, and scientific measurement of results in education.

**Lowell, A. Lawrence.** Recent tendencies in education. *Harvard alumni bulletin*, 28: 1110-13, June 24, 1926.

Address given at the Commencement exercises of Boston university, June 14, 1926.

**Phillips, Frank M.** Educational rank of the States, 1924. *American school board journal*, 72: 47, 141, April 1926.

Private schools and state laws. *National Catholic welfare conference bulletin*, 8: 16, June 1926.

**Russell, William F.** American education. *Journal of the National education association*, 15: 191-93, June 1926.

A brief discussion of a number of books on education, by the professor of education and associate director of the International institute of Teachers' college, Columbia university.

#### FOREIGN COUNTRIES.

**Black, Clara, and Holst, Lise.** The university women of Denmark. *Journal of the American association of university women*, 19: 23-26, June 1926.

**Casauranc, José Manuel Puig.** Public education in Mexico. *Teachers college record*, 27: 865-72, June 1926.

An address delivered on March 28, 1926, at Teachers college, Columbia university.

**Chamot, E. M.** Applied science in the provincial universities of France. *Scientific monthly*, 22: 377-99, May 1926.

**Collins, W. J.** The University of London. *Contemporary review*, 129: 738-43, June 1926.

The report of the Departmental committee.

**Conference of Christian colleges and universities in China.** 2nd. Shanghai College, 1926. The Christian college in the new China. The report. Shanghai, China Christian educational association, 1926. 3 p. l., 143 p. 8°. (On cover: China Christian educational association. Bulletin no. 16)



**Brooks, Frank J.** School reform in Poland. *Catholic educational review*, 34: 284-90, May 1926.

**Hart, Joseph K.** The plastic years; how Denmark uses them in education for life. *Survey*, 56: 5-9, 55, 59, April 1, 1926.

Graphic number.

**Japan.** Department of education. A general survey of education in Japan. Tokyo, Department of education, 1926. 88 p. illus. 12°.

This booklet aims to give foreigners a general idea of education in Japan.

**Knight, Edgar W.** The training of high school teachers in Denmark. *High school journal*, 9: 62-65, April-May 1926.

**Marvin, George.** The heart of Toronto: unifying a great university. *Outlook*, 143: 62-66, May 12, 1926.

Describes the activities of Hart House, which is a center of student life at the University of Toronto. It contains meeting rooms, dining hall, gymnasium, and a well-equipped theatre. Illustrated.

**Norwood, Cyril.** The public schools. *Journal of education and school world (London)*, 58: 317-19, May 1926.

Discusses such historical educational institutions in England as Eton, Rugby, Harrow, Winchester, etc., and defines the meaning of the term "public school" as contrasted with "board school."

**Pereira, Octavio Méndez.** The Bolivarian university of Panama. *Bulletin of the Pan-American union*, 60: 563-70, June 1926. illus.

The idea of a Pan-American university located in Panama is being carried out, the dedication of the university to take place June 22, 1926.

**Richard, C.** L'enseignement en France. Paris, A. Colin, 1925. 2 p. l., xv, 580 p. 12°. (Bibliothèque de l'Office national des universités et écoles françaises, t. iii.)

Bibliographie sommaire: p. [v]-xv.

Contents: Organisation—authorités administratives—conseils, comités—caractéristique des divers enseignements—personnel enseignant et élèves—moyens d'études—formalités et frais—diplômes—dispenses et équivalences—statistiques—répertoire des établissements d'enseignement public dépendant des divers ministères et des principaux établissements privés.

**Boesberg, Anna.** The German school situation. *American school board journal*, 72: 61-62, 144, 147, April 1926.

The above article, translated by William George Bruce, is by a high school instructor of Duesseeldorf, Germany. It discusses teachers' salaries, the middle school, vocational training, different varieties of schools, higher schools for girls, the religious question, and school reforms.

### INTERNATIONAL ASPECTS OF EDUCATION.

**International federation of university women.** Report of the Council meeting, Brussels, July, 1925. London, The International federation of university women, [1925] 61 p. 12°. (Bulletin no. 7)

Gives summaries of reports from National federations, International fellowships, list of National federations, club-houses, etc.

**Flowers, Montaville.** What is the World court? *Journal of the National education association*, 15: 185-87, May 1926.

Discusses, for the benefit of students, the subject under three heads, 1, the growth of the idea of arbitration, 2, the four steps in arbitration from no arbitration to compulsory arbitration, and 3, the three institutions which have been created to effect arbitration, of which the World court is the latest.

**Monroe, Annetta.** Emphasizing the international aspect in elementary education. *American schoolmaster*, 19: 159-65, April 1926.

"Since nationalistic ideals were developed largely through education, it seems reasonable that the children of every nation in the world can be so educated that they will have a feeling of mutual respect, sympathy, and co-operation."

**Pittenger, B. F.** Education for peace. *Educational review*, 72: 37-44, June 1926.

Advocates that more and better popular education is necessary to any movement looking toward more lasting peace.

**Scott, Jonathan French.** The menace of nationalism in education. New York, The Macmillan company, 1926. 223 p. 12°.

Assuming the fundamental causes of war to be psychological, the author proceeds to analyze the frequent effects of public education in imparting to school pupils an exaggerated sense of nationalism and a feeling of fear and resentment toward other nations.

**Thomas, Augustus O.** Good will day, May 18. *Journal of the National education association*, 15: 111-12, April 1926.

### EDUCATIONAL THEORY AND PRACTICE.

**Goddard, Henry H.** Some fundamental errors in educational practice. *Phi delta kappa*, 7: 1-8, June 1925.

**Hankin, Hanbudy.** Common sense and its cultivation. With a foreword by Dr. C. S. Myers. London, Kegan Paul, Trench, Trubner & co., ltd., 1926. viii, [1] 289 p. tables. 12°.

**Harbeson, John Wesley.** The twenty-four hour school. A suggested plan. *Journal of delinquency*, 10: 330-33, March 1926.

**Hoover, Herbert.** Education as a national asset. *Journal of the National education association*, 15: 103-5, April 1926.

An address before the Department of superintendence, Washington, D. C., Thursday, February 25, 1926.

**Howerth, Ira Woods.** The theory of education; the philosophy of education as derived from the process of organic, psychic, and social evolution. New York, The Century company [1926]. xv, 413 p. 8°. (The Century education series.)

The author thinks that education is merely a method through which the natural processes of organic, psychic, and social evolution may be more effectively controlled or directed. A study of nature, particularly of what is called natural education, is of fundamental importance in the study of the science and art of education. The book is intended for students of education preparing for teaching.

**Judd, Charles H.** Saving time in high school and college. *Chicago schools journal*, 8: 281-86, April 1926.

Read before the Council on medical education and hospitals of the American medical association, Chicago, February 16, 1926.

**Pounds, Olivia.** Educational lingo. *Virginia teacher*, 7: 133-36, May 1926.

**Russell, Bertrand.** Education and the good life. New York, Boni & Liveright, 1926. 319 p. 8°.

After a general discussion of the aims of education, and of modern educational theory, the author outlines concretely a proposed reformed system of character training and intellectual education extending from the nursery school to the university.

**Russell, James E.** The scientific movement in education. *American education*, 29: 348-55, April 1926.

Address given before the Department of superintendence, Washington, February 25, 1926.

**Snedden, David.** Source of educational science. *School and society*, 23: 761-70, June 19, 1926.

Educational science is used here in the sense that we give the term medical science, agricultural science, etc.

**Willing, Matthew H.** The value of an experimental school. *School and society*, 23: 605-15, May 15, 1926.

Discusses the work of the Lincoln school, Teachers college, Columbia university, in an address before the Harvard teachers' association, March 20, 1926.

### EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

**Brooks, Fowler D.** The vocabularies of children; ages one to eight or nine. *Baltimore bulletin of education*, 4: 153-55, April 1926.

**Caldwell, Otis W., and Wellman, Beth.** Characteristics of school leaders. *Journal of educational research*, 14: 1-13, June 1926.

Investigation of 63 boys and 50 girls in the Lincoln school of Teachers college, Columbia university. Seven characteristics were compared: Chronological age, mental age, intelligence quotient, scholarship, extroversion, height and physical achievement.

**Callixta, Sister M.** A comparative study of some texts in psychology. *Catholic educational review*, 24: 332-36, June 1926. tables.

Studies Colvin, Thorndike, Terman, Freeman, Gordon, Starch, Averill, Pyle, Strong, Bolton, and Gates.

**Du Shane, Donald.** The school psychiatric clinic. *Elementary school journal*, 26: 683-91, May 1926.

Work of the school psychiatric clinic of Columbus, Ind.

**Garrett, Henry E.** Statistics in psychology and education. New York, London [etc.] Longmans, Green and company, 1926. xiii, 317 p. tables, diagrs. 8°.

This book aims to present the subject of statistical method in a simple and concise form understandable to those who have no previous knowledge of statistical method.

**Gesell, Arnold.** The delicate task of child training. *Hygeia*, 4: 245-47, May 1926.

**Hullfish, H. Gordon.** Aspects of Thorndike's psychology in their relation to educational theory and practice. Columbus, Ohio state university press, 1926. 113 p. 8°. (Ohio state university studies. Contributions in principles of education, no. 1.)

**Judd, Charles H.** A century of applications of psychology to education. *Teachers college record*, 27: 771-81, May 1926.

Discusses the need to "psychologize the curriculum as well as define its limits and its results by measuring individuals."

**Meltzer, Hyman.** Children's social concepts; a study of their nature and development. New York city, Bureau of publications, Teachers college, Columbia university, 1925. vii, 91 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 192.)

Bibliography: p. 90-91.

**Ogden, Robert Morris.** Psychology and education. New York, Harcourt Brace and company [1926] xiii, 364 p. plates. 12°.

**Pierce, Frederick.** Understanding our children. New York, E. P. Dutton & company [1926] x, [1] 198 p. 12°.

**Rhodes, Eric M.** When should a child begin school? An experimental inquiry. *Forum of education (London)* 4: 109-13, June 1926.

**Sex differences in status and gain in intelligence scores from thirteen to eighteen.** By the staff of the Division of psychology of the Institute of educational research, Teachers college, Columbia university. Pedagogical seminary, 33: 167-81, June 1926. tables.

### PSYCHOLOGICAL TESTS.

**Brigham, Carl B.** Intelligence tests. Princeton alumni weekly, 26: 787-92, May 5, 1926.

**Davis, Watson.** Testing the student and the chauffeur. World review, 2: 177-78, 187, May 10, 1926.

Psychologists claim to determine one's fitness for automobile driving by tests similar to those required for college entrance.

**Duncklee, Helen L.** Intelligence testing in the kindergarten. Childhood education, 2: 366-69, April 1926.

Describes an experiment made in the Boston schools, using the Rhode Island test.

**Goodenough, Florence L.** Measurement of intelligence by drawings. Yonkers-on-Hudson, N. Y., Chicago, World book company, 1926. xi, [1] 177 p. illus., tables, diagrs. 12°. (Measurement and adjustment series, ed. by Lewis M. Terman.)

Bibliography: p. 163-73.

**Thurstone, L. L.** The psychological test program. Educational record, 7: 114-26, April 1926. tables.

Gives a list of 166 colleges to which the American council on education supplied psychological examinations, with the results, also giving the three colleges receiving the highest rank in the eight different tests.

### EDUCATIONAL TESTS AND MEASUREMENTS.

**Courtis, S. A.** The influence of certain social factors upon scores in the Stanford achievement tests. Journal of educational research, 13: 311-24, May 1926. tables, diagrs.

To be continued.

**Hannon, Daniel.** Uses of the examination. Chicago schools journal, 8: 296-300, April 1926.

Standard tests have indicated that written examinations may be valuable for diagnosis.

**Miller, George Frederick.** Objective tests in high school subjects. Norman, Okla., Pub. by George Frederick Miller, 1926. 168 p. 8°.

During the past 10 years the author has been using in his university classes in education and psychology objective tests of various types. This publication gives specimen tests, illustrating how objective tests of various types can be used in regular classroom examinations in high school studies.

**Russell, Charles.** Classroom tests; a handbook on the construction and uses of nonstandard tests for the classroom teacher. Boston, New York [etc.] Ginn and company [1926] v, 346 p. tables, diagrs., forms. 12°.

The nonstandard tests described in this manual are readily devised and used, and retain many of the advantages of the standard tests, as well as some of the better qualities of the traditional school examinations.

### EDUCATIONAL RESEARCH.

**Bliss, Walton B.** Nation-wide research in secondary education. High school teacher, 2: 215-16, 281, June 1926.

**Boyer, Philip A.** The contributions of educational research to teaching practice. American education, 29: 396-402, May 1926.

**Buckingham, Burdette Ross.** Research for teachers. New York, Chicago [etc.] Silver, Burdett and company [1926] vi, 380 p. tables, diagrs. 12°.

In this book directions are given for handling statistics and record forms, for filing and indexing, and for child accounting. It also presents in a practical form for teachers the nature and use of intelligence tests, subject-matter tests, and new-type examinations, also methods of grouping and classifying pupils.

**Judd, Charles H.** Research in elementary education. Journal of educational psychology, 17: 217-25, April 1926.

Address before College teachers of education, February 23, 1926.

**Mort, Paul R.** Needed research in the field of state aid. Teachers college record, 27: 701-12, April 1926.

**Pressey, Luella Cole.** Simple investigations of the textbooks of today and yesterday. Educational research bulletin, (Ohio state university) 5: 223-27, May 26, 1926. tables.

**Trabue, M. B.** Educational research in 1925. Journal of educational research, 13: 336-44, May 1926. tables.

Studies the educational journals and books and booklets published during 1925, that have contributed material that is real research material, and that which is closely related to it.

**Washburne, Carleton.** A grade-placement curriculum investigation. Journal of educational research, 13: 284-92, April 1926.

**Windes, E. E.** The National committee on research in education. North central association quarterly, 1: 98-102, June 1926.

**Woody, Clifford.** A modern Bureau of educational reference and research. Phi delta kappan, 7: 16-19, June 1925.

This article describes some of the aspects of this type of bureau, at the University of Michigan.

### INDIVIDUAL DIFFERENCES.

**Davis, Calvin O.** Provisions for individual differences among pupils in the junior high school. High school teacher, 2: 164-68, May 1926.

A paper presented before the Department of Superintendence, Washington, D. C., February 24, 1926.

**Keener, E. E.** Results of the homogeneous classification of junior high school pupils. Journal of educational research, 14: 14-20, June 1926. tables.

Discussed under the four points, The necessity of some provision for differences of ability, The plan followed in grouping, The results of classification, and The general attitude of administrators toward the scheme.

**Potter, Mary A.** Individualized instruction in geometry. Mathematics teacher, 19: 219-27, April 1926.

Read at the Washington meeting of the National council of teachers of mathematics, February 19, 1926.

**Frunty, Merle.** Organizing high school instruction for individual differences. Teachers journal and abstract, 1: 250-53, April 1926.

Describes a plan for providing for varying abilities of high school pupils.

**Stoddard, A. J.** Individualized instruction in a small high school. High school teacher, 2: 217-19, June 1926.

The "individual plan" combines many features of the Dalton plan and the Winnetka plan, and its essential feature is that of the individual and personal check-up of the progress of each pupil.

**Wilson, Lucy L. W.** Experiments in adolescent training. Survey, 56: 368-70, June 15, 1926.

Describes the plan of individualized instruction in South Philadelphia school for girls.

## SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION.

## PLATOON SCHOOLS.

**Diemer, G. W.** Activities of the auditorium in platoon schools of Kansas City, Missouri. *Journal of educational method*, 5: 387-92, 434-39, May, June 1926.

**Practical results of the platoon.** *Educational measurement review*, 2: 1-3, May 1926.

Gives a comparison in tabular form of platoon and non-platoon schools, 1922-1924, in Birmingham, Alabama.

**Hoffe, Stanley H.** Platoon schools. *Newark school bulletin*, 6: 203-10, June 1926.

Gives fifteen reasons in favor of the platoon system, gives rebuttal for a few arguments against it, and recapitulates with eight points in favor of this system.

**Spain, Charles L.** The platoon school—its advantages. *Elementary school journal*, 26: 733-44, June 1926.

The purpose of the article is "to appraise the platoon school as a practical agency for the realization of modern educational ideals."

## DALTON PLAN.

**Durkin, Margaret.** The teaching of English under the Dalton plan. *English journal*, 15: 256-66, April 1926.

Says it is "the best method for teaching formal grammar, and, where sufficient oral periods are given, it is also an excellent method for the study of literature."

**Hill, L. B.** Opportunities for directed teaching under the Dalton plan. *Educational administration and supervision*, 12: 267-73, April 1926.

**James, H. W.** The Dalton plan tested in college. *School review*, 34: 303-6, April 1926.

Gives an account of the experiment with points good and bad in results.

## WINNETKA SYSTEM.

**Dale, Edgar.** The Winnetka system. *School of education record of the University of North Dakota*, 11: 68-69, June 1926.

## VISUAL EDUCATION.

**Müller, L. Paul.** The contribution of slides and films to science teaching. *Educational screen*, 5: 200-2, April 1926.

**Slides and movies for science teaching.** *Science classroom*, 5: 1, 4, May 1926.

Gives a list of sources of material.

**Young, A. L.** Teaching with motion pictures. *Peabody journal of education*, 3: 321-26, May 1926.

Gives the result of an experiment and a test of visual instruction in corn culture, with the scores of the test.

## RADIO EDUCATION.

**Smith, E. B.** Cultural possibilities by radio. *Chicago schools journal*, 9: 334-36, May 1926.

The author has just made an investigation of the educational work done by the 600 radio stations in this country, a detailed report of which is in the *American radio teacher*, a publication edited by Mr. Smith, and distributed at the last meeting of the Department of superintendence, in February, 1926.

———. A survey of radio education. *Chicago schools journal*, 9: 382-84, June 1926.

Shows that the whole movement is in an experimental stage, but is forcing itself rapidly upon the attention of the school world.

## SPECIAL SUBJECTS OF CURRICULUM.

## READING.

**Bond, Otto F.** Reading for language power. *Modern language journal*, 10: 411-26, April 1926.

**Gates, Arthur I.** Methods and theories of teaching reading tested by studies of deaf children. *Journal of educational research*, 14: 21-32, June 1926.

**Geyer, Denton L.** An experiment with the picture-story reading method. *Chicago schools journal*, 9: 328-32, May 1926.

The Bureau of experimental education of the Chicago normal college, is working out new ideas, devices, materials in education. The above article deals with an experiment in reading.

**Gray, William S.** Summary of reading investigations (July 1, 1924, to June 30, 1925). *Elementary school journal*, 26: 662-73, May 1926.

Sixth and concluding paper of series.

## SPELLING.

**Moore, William C.** The teaching of spelling. *Popular educator*, 43: 454-55, 458, 462, April 1926.

Discusses the method, the steps in teaching, pronunciation, meaning, drill, testing, and correcting, in spelling.

## ENGLISH AND COMPOSITION.

**Bobbitt, Franklin.** What pupil activities should constitute the curriculum in English? *Peabody journal of education*, 3: 305-12, May 1926.

**Bright, M. Aline.** Pupil participation in theme correction. *English journal*, 15: 358-67, May 1926.

**Caverly, Ernest B.** Fundamental principles underlying the preparation of a score card for textbooks in English. *English journal*, 15: 267-75, April 1926.

Course of study in English for the senior high school. [By the] Members of the Department. *University high school journal (California)*, 6: 9-122, April 1926.

Alice C. Cooper, Supervisor of the Department.

**McKay, Cora Paine.** An activities program for junior high school English classes. *University high school journal (California)*, 6: 6-8, April 1926. fold. table.

**Bounds, C. E.** Is grammar useful? *Education*, 46: 551-59, May 1926.

## ANCIENT CLASSICS.

**Benrimo, Paul J.** The private secondary school and the classics. *Classical journal*, 21: 654-61, June 1926.

**Brackett, Haven D.** Comparative statistics of Greek and Latin in the New England colleges (1919-20, 1924-25). *Classical journal*, 21: 662-70, June 1926.

**Giles, Brother.** Latin and Greek in college entrance and college graduation requirements. Washington, D. C., Catholic university of America, 1926. xiii, 191 p. 8°.

Thesis (P.H.D.)—Catholic university of America, 1926.

**Spencer, Esther Jean, Edwards, Anne E. and Bibbins, Doris M.** An analysis and interpretation of the report of the Classical investigation. *California quarterly of secondary education*, 1: 307-24, April 1926.

Parts I and III of the Report in question have been published by the Princeton university press, at Princeton, N. J., and are free on application.

## MODERN LANGUAGES.

**Caverly, Ernest R.** English and foreign language failure. *Education*, 46: 612-16, June 1926.

Says there is almost no evidence of close correlation between ability in English grammar and success in beginning the study of a foreign language.

**Coe, Ada M. and Rodriguez-Castellano, Caridad.** Textbooks for high school and elementary college Spanish classes. *Modern language journal*, 10: 467-76, May 1926.

Grouped under headings: Periodicals, Dictionaries, Histories, Literature, Grammars, Composition books, Elementary texts, Intermediate texts, Advanced texts, Plays, Novels, etc.

**Doyle, Henry Grattan.** Why study Spanish? *Journal of education*, 103: 381-83, April 8, 1926.

**Dunn, Arthur W.** Exchange of letters aids language study. *Journal of education*, 103: 574-75, May 27, 1926.

Describes the activities of the Junior Red Cross in the way of international correspondence.

**Fish, Gordon T.** A natural method of teaching modern languages. *Bulletin of the New England modern language association*, 16: 33-42, May 1926.

An experiment worked out in the Glen Ridge high school, New York city, in the Spanish language.

**Gosling, T. W.** Foreign language in junior high-schools. *North central association quarterly*, 1: 106-38, June 1926.

This committee report presents 18 tables giving enrollments in each language, by states, by languages, by grades, etc.

**Menk, Edgar A.** An international auxiliary language. *Quarterly journal of the University of North Dakota*, 16: 204-21, March 1926.

Describes Esperanto, Ido, Volapük, etc.

**Morgan, B. Q. and Van Horne, John.** A bibliography of modern language methodology in America for 1925. *Modern language journal*, 10: 453-65, May 1926.

The list is compiled under the heading of the various periodicals, and Books and pamphlets.

**Warshaw, J.** The revaluation of modern language study. *School and society*, 23: 473-84, April 17, 1926.

**Wood, Ben D.** The Regents' experiments with objective examinations in French, Spanish, and German, of June 1925. Summary. *Bulletin of the New England modern language association*, 16: 11-15, May 1926.

## MATHEMATICS.

**Buswell, G. T.** Summary of arithmetic investigations. *Elementary school journal*, 26: 692-703, 745-58, May, June 1926.

Second of a series of two articles in which the investigations of arithmetic made during the year 1925 are summarized.

**Christofferson, H. C.** The inductive method in junior high school mathematics. *Mathematics teacher*, 19: 20, 202-5, April 1926.

**Clem, Orlie M.** Teaching first-year algebra. *School science and mathematics*, 26: 384-88, April 1926.

Scientific principles applied to a typical teaching situation.

**Daw, Royal H.** Why pupils fail in mathematics. *Utah educational review*, 19: 370-71, 419-20, May 1926.



- Foran, Thomas George.** *Measurements in the fundamentals of arithmetic.* Washington, D. C., The Catholic university of America, 1926. 74 p. 8°.  
Bibliography: p. 71-74.  
Thesis (PH.D.)—Catholic university of America, 1926.
- Gugle, Marie and Perrill, Madge.** *Living arithmetic. American childhood,* 2: 28-32, May 1926.  
"Games and plays in second grade number."
- *Practice and seat-work in second year number. American childhood,* 2: 23-25, June 1926.
- McMurry, Frank M.** *The question that arithmetic is facing and its answer.* Teachers college record, 27: 873-81, June 1926.  
The author thinks that "owing to the bearing of such subject matter on citizenship, this subject could well be classified among the social studies, and be given the title 'Social arithmetic.'"
- Spencer, Peter L.** *Diagnosing cases of failure in algebra. School review,* 34: 372-76, May 1926.

## SCIENCE.

- Anibel, Fred G.** *Comparative effectiveness of the lecture-demonstration and individual laboratory method. Journal of educational research,* 13: 355-65, May 1926.  
An experiment carried out in the chemistry department of Central high school, Kansas City, Mo., in 1922-23.
- Blodgett, Frederick H.** *A tentative curriculum for a teacher-training course in high school biology. School science and mathematics,* 26: 482-94, May 1926.  
Gives the subjects, time allotments, and a bibliography.
- Bowers, W. G.** *The handling of materials and apparatus in the high school chemical laboratory. Journal of chemical education,* 3: 514-18, May 1926.
- Broom, Eustace.** *A suggested technique for the teaching of physics and chemistry. High school teacher,* 2: 224-27, June 1926. tables.
- Curtis, Francis D.** *A digest of investigations in the teaching of science in the elementary and secondary schools. Philadelphia, P. Blakiston's son & co., [1926] xvii, 341 p. tables. 12°. (Textbooks in science education, ed. by S. R. Powers.)*
- Dvorak, August.** *A study of achievement and subject-matter in general science. General science quarterly,* 10: 525-42, May 1926.  
Concluded.
- Finley, Charles William.** *Biology in secondary schools and the training of biology teachers. New York city, Bureau of publications, Teachers college, Columbia university, 1926. 3 p. l., 79 p. 8°.*  
Bibliography: p. 69-74.
- Hayden, Henrietta.** *Methods courses: survey of courses in the teaching of chemistry. Journal of chemical education,* 3: 528-32, May 1926.
- Hughes, J. M.** *A study of the content of the course in high school physics, with suggestions of needed changes. School science and mathematics,* 26: 619-23, June 1926.
- Kean, Frederic Z.** *Teaching general science. Bulletin of high points in the work of the schools of New York city,* 8: 25-31, May 1926.  
Describes the work done in James Monroe high school.

**Lake, Charles H.** The general science course. *American educational digest*, 45: 437-40, June 1926.

Discusses "Too wide election of courses, Status of secondary education, Spirit of science, Physical sciences neglected, Science crowded out of electives, etc."

**Larce, D. H.** Methods of discovering and removing specific causes of failure in ninth-grade science. *School review*, 34: 377-86, May 1926.

Work in the Community high school, Geneva, Ill.

**Monahan, A. C.** High school science. *Catholic school interests*, 5: 54-56, May 1926. illus.

The proposed syllabus of advanced biology. *Bulletin of high points in the work of the high schools of New York city*, 8: 3-10, June 1926.

After a year's work by a committee the report as printed above is presented for experimental use in the New York city schools.

**Bush, Charles E. and Winslow, Amy.** The science of things about us. Boston, Little, Brown, and company, 1926. xiii, 318 p. incl. front., illus. 12°.

**Taylor, J. N.** A half-century in chemical education. *General science quarterly*, 10: 543-56, May 1926.

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#### NATURE STUDY.

**Comstock, Anna Botsford.** Handbook of nature-study for teachers and parents, based on the Cornell nature-study leaflets, with much additional material and many new illustrations. 17th ed. Ithaca, N. Y., Comstock publishing company, 1926. xvii, 938 p. front., illus. 8°.

**Ford, Pearl.** Biological nature study—course of study unit junior high school. *Journal of educational method*, 5: 339-46, April 1926.

**Shaw, Ellen Eddy.** The school garden in child life. *American childhood*, 11: 5-9, 64, April 1926.

The writer is curator of the Brooklyn Botanic Gardens, which "deals with work of pupils of elementary age, through the high school, to teacher training in plant life in all its phases."

#### GEOGRAPHY.

**Branom, Mendel E.** Geography and the social sciences. *Journal of geography*, 25: 161-68, May 1926.

Discusses the curriculum, the child, the curriculum and relationships, the integration of subjects, etc.

**Dakin, W. S.** Reflections on the teaching of geography. II. The place of history in evaluating geographical influences. *Journal of geography*, 25: 184-92, May 1926.

"Geography should be taught from the social point of view."

**Lackey, E. E.** The selection of geographical material for junior high school. *Journal of geography*, 25: 137-44, April 1926.

**Bead, Richard P.** The use of geography in history teaching. *Bulletin of high points in the work of the high schools of New York city*, 7: 10-13, April 1926.

#### SOCIAL STUDIES.

**Barnes, C. C.** What shall young Americans know of the history of our world? *Educational review*, 71: 262-65, May 1926.

Reviews the different reports on the study of European history.

**Blackmar, Frank W.** Methods of teaching sociology. *Journal of applied sociology*, 10: 308-15, March-April 1926.

Discusses textbooks, project methods and problem method, reading and use of the library, etc.

**Johnson, John H.** Aspects and divisions of American history in teachers' examination questions. *School review*, 34: 443-51, June 1926.

**Klapper, Paul.** The teaching of history, with chapters on the teaching of civics; a manual of method for elementary and junior high schools. New York, London, D. Appleton and company [1926] xx, 347 p. illus., tables, diags. 12°.

A detailed study of the important problems that arise in teaching history, civics, and current social events in the elementary grades as well as in the junior high school. The book contains an annotated bibliography of reference works for the teacher of history and civics.

**Mann, Edna A.** Recent tendencies in the organization of the social studies. *High school*, 3: 71-75, May 1926.

Progress in teaching current events. Concluding lessons in series for normal schools and teachers' college. Methods classes survey past and present practices. *Current methods*, 1: 115-17, May 1926.

Bibliography given of articles on methods of teaching current events.

**Ross, Earl D.** Teaching the fundamentals in the social sciences. *Social science*, 1: 133-39, February, March, April 1926.

**Shryock, Richard H.** The training in universities of high school teachers of the social studies. *Historical outlook*, 17: 219-29, May 1926.

The social studies in the twelfth grade. Edited by Professor Edgar Dawson; with supplementary articles by Frances Morehouse, A. L. Jones, O. G. Jones, K. E. C. Carrigan, S. B. Butler, S. B. Howe, R. L. Ashley, H. R. Burch, C. A. Ellwood, R. O. Hughes, E. T. Towne, and C. M. Thompson. *Historical outlook*, 17: 157-87, April 1926.

**Tryon, R. M.** History and other social studies in junior and senior high schools—a general survey and criticism. *Historical outlook*, 17: 213-19, May 1926.

#### MUSIC.

**Beach, Frank A.** Music competitions. *School music*, 27: 3-7, May-June 1926.  
From Music teachers national association, Proceedings, 1925.

**Cundiff, Hannah M.** The place of music in the education of administrators and teachers generally. *Journal of educational method*, 5: 339-46, April 1926.

**Dykema, Peter W.** Significant aspects of public school music today. *American education*, 29: 444-51, June 1926.

An address delivered at the Ohio state educational conference, April 9, 1926.

**Martin, Aubrey W.** Essentials in the training of music supervisors. *School music*, 27: 13, 15, 17, 19, May-June 1926.

**Milliken, Carl E.** Shall music in the motion pictures help or retard public school music? *Playground*, 20: 163-64, June 1926.

Extracts from an address given at the Music supervisors' annual conference, Detroit, Mich., April 12-16, 1926.

**Milne, A. Forbes.** The teaching of musical appreciation. *Journal of education and school world* (London), 58: 302-4, May 1926.

**Moscip, Ruth.** Correlating literature and music. *Elementary English review*, 3: 111-12, 115, April 1926.

"Both the literature period and the music period offer a great opportunity for the presentation of entertaining, worth-while material."

**New York state education**, vol. 13, no. 9, May 1926. Music number.

Contains articles dealing with music in the schools from various educators.

**Rogers, Alice.** The junior high school music program and some of its problems. *California quarterly of secondary education*, 1: 373-80, April 1926.

Gives a schedule of studies of the junior high schools, Santa Monica, California, showing the place of music in the schedule.

**Wright, Frances.** Recent tendencies in junior high school music education. *California quarterly of secondary education*, 1: 369-73, April 1926.

Gives a summary of administrative and educational problems in this field.

#### ART EDUCATION.

**The fine arts in American education.** *Association of American colleges bulletin*, 12: 62-91, April 1926.

Contains: 1. Edward Robinson: The study of art in our colleges, p. 63-71. 2. E. A. Noble: The study of music in the liberal college, p. 74-81. 3. H. V. Hubbard: The teaching of landscape architecture in liberal colleges, p. 82-83. 4. C. C. Zantsinger: Practical problems of college architecture, p. 86-91.

**Munro, Thomas.** Art academies and modern education. *Journal of the Barnes foundation*, 2: 36-43, April 1926.

"Extensive observation of the method of study, the comments, the general behavior of the visiting painters, has made it amply apparent that they have received no systematic training in the intelligent study of art." (Comment on the students and teachers visiting the Barnes foundation art collection.)

#### HANDWRITING.

**Brannan, Helen M.** Pedagogy of primary penmanship. *Blackboard work*, its use and abuse. *American penman*, 43: 312-13, June 1926.

**Crawford, C. C.** The teaching of penmanship. *American penman*, 43: 315, June 1926.

**Geyer, Denton L.** An experiment with the Curtis-Shaw method of teaching handwriting. *Chicago schools journal*, 9: 369-79, June 1926. tables.

Describes the method employed, material used, the scoring and results, also gives a summary, and short bibliography.

**Kirk, John G.** Handwriting survey to determine grade standards. *Journal of educational research*, 13: 259-72, April 1926.

Discusses the quality of handwriting necessary for vocations, a reasonable standard for vocational purposes, what constitutes good writing, and how the Philadelphia standards were determined.

**Taylor, Joseph S.** Supervision and teaching of handwriting. Richmond, Va., Johnson publishing company [1926] 192 p. tables, diags. 12°.

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#### DRAMATICS AND ELOCUTION.

**Farma, William J.** Speech disorders and the teaching of speech. *Quarterly journal of speech education*, 12: 156-67, June 1926.

**Gray, J. Stanley.** The Oregon plan of debating. *Quarterly journal of speech education*, 12: 175-80, April 1926.

Presents the outline, and describes it.

**A high school bibliography of the Quarterly journal of speech education.** *Quarterly journal of speech education*, 12: 139-47, April 1926.

A bibliography of articles that have appeared in this journal, compiled by the editor, arranged under subjects.

**Morgan, Geoffrey F.** Some plays suitable for high school use. *Ohio teacher*, 46: 361-62, April 1926.

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Overton, Grace Sloan. *Drama in education; theory and technique.* New York & London, The Century co. [1926] xiii, 289 p. front., illus. 12".

"Bibliography" p. 279-289.

Raighard, Jacob. *Speech-reading: its place in colleges and universities; its teachers.* *American schoolmaster*, 10: 246-62, June 1926.

Lip-reading, and its place in the college course.

Root, Alfred Ronald. *Shaping the curriculum in speech education.* *Quarterly journal of speech education*, 12: 129-39, April 1926.

#### THRIFT.

Fuller, Mary E. *The teaching of thrift in the high school curriculum.* *Chicago schools journal*, 8: 292-95, April 1926. tables, diagrs.

Holt, Harry Q. *Emphasizing thrift in our schools.* *Normal instructor and primary plans*, 35: 36, April 1926.

Discusses earning, spending, saving, investing by pupils in the schools.

#### PRINTING.

Bird, Francis H. *If I were an instructor of printing.* *Printing instructor*, 2: 2-4, May 1926.

Haynes, Merton W. *Printing as a subject in the schools.* *Indian school journal (Chillico, Okla.)* 25: 222-30, April 1926. illus.

Says that "the school administrator sees in this department a means of promoting the varied activities of his school which is rapidly becoming a miniature world of multifarious social, industrial, and commercial enterprises."

#### KINDERGARTEN AND PRE-SCHOOL EDUCATION.

Bailey, Carolyn Sherwin. *The nursery school in the new education.* *American childhood*, 2: 10-12, 53, May 1926. illus.

Baker, Edna Dean. *The kindergarten promotion standard.* *Childhood education*, 2: 361-65, April 1926.

Eliot, Abigail A. *The demand for nursery schools.* *American childhood*, 2: 475-78, June 1926.

Gesell, Arnold. *The pre-school child and the present-day parent.* *Chicago schools journal*, 9: 323-34, May 1926.

Abstract of an address delivered by the director of the Yale university psychoclinic, before the Mid-West conference on parent education at Chicago, on March 6, 1926.

*Kindergarten, first and second grade curriculum. Activities that educate.* *American childhood*, 2: 19-22, 54-56, June 1926.

The Los Angeles public schools, Susan M. Dorsey, superintendent.

Lortcher, Dorothea K. *The pre-primary—what it stands for—what it attempts to do.* *Journal of educational method*, 5: 330-33, April 1926.

The term designates the classes made up of children of six years life age, but who have a mental age under five years, ten months.

Raymond, E. Mae. *The nursery school as an integral part of education.* *Teachers college record*, 27: 782-91, May 1926.

#### ELEMENTARY EDUCATION.

Egg, Earle U. *The new elementary school.* *Teachers journal and abstract*, 1: 401-7, June 1926.

A paper read to the Elementary school principals' section of the Colorado education association, November, 1925.

**Tigart, John J.** The objectives of elementary education. *American education*, 29: 355-63, April 1926.

Address before the Department of superintendence, Washington, February 22, 1926.

Also in *School life*, 11: 161-63, May 1926.

### RURAL EDUCATION.

**Cook, Katherine M.** Constructive tendencies in rural supervision. *South Carolina education*, 7: 284-85, 289, 291, April 1926.

**Graves, Frank P.** A state program of rural supervision. *American schoolmaster*, 19: 204-9, May 15, 1926.

An address before the Rural conference, Ypsilanti, Michigan, January 15, 1926.

**Lathrop, Edith A.** The community's relation to the rural school. *Normal instructor and primary plans*, 35: 28, 89, April 1926. Illus.

**Lawden, Frank O.** Rural life and rural education. *Journal of the National education association*, 15: 107-9, April 1926.

**Motes, Huldiah.** Twelve objections to consolidation. *Kansas teacher*, 23: 13-15, June-July 1926.

**Mueller, A. D.** Progressive trends in rural education; an interpretative discussion of some of the best tendencies in rural education. New York and London, The Century co. [1926]. xxxii, 363 p. tables, diagrs. 8°. (The Century education series.)

Each chapter in this book may be considered as a separate aspect of the rural school problem, or at least as a factor in the ultimate solution of the problem of providing instruction, as adequate in both the elementary and high school subjects, for rural children as that now provided for urban children.

### SECONDARY EDUCATION.

North Central association of colleges and secondary schools. Proceedings of the Commission on secondary schools. North central association quarterly, 1: 39-65, June 1926.

Contains: Standards for approving secondary schools, p. 46-49; Lists of approved secondary schools, p. 50-65.

**Brown, E. E.** Honor societies in Oklahoma high schools. *High school quarterly*, 14: 140-46, April 1926.

**Counts, George S.** The senior high-school curriculum. Chicago, Ill., The University of Chicago [1926]. xii, 160 p. tables. 8°. (Supplementary educational monographs, published in conjunction with the School review and the Elementary school journal, no. 29, February 1926.)

The major object of the investigation reported in the present monograph was to discover the extent to which the senior-high school curriculum is being adjusted to the altered purposes of secondary education. The general plan of curriculum organization and the particular class subjects are both taken up.

**Daily, Benjamin W.** The ability of high school pupils to select essential data in solving problems. New York city, Bureau of publications, Teachers college, Columbia university, 1925. viii, 103 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 100.)

Bibliography: p. 103.

**Durham, Roy.** The advisability of a course in problems of American democracy in a four-year high school. *Kansas teacher*, 22: 7-9, April 1926.

**Dustin, C. B.** An investigation of the scope, working practices, and limitations of pupil participation in government in secondary schools. *School review*, 34: 431-42, June 1926.

**Goldsworthy, W. S.** The failure problem in high schools. *Washington education journal*, 5: 236-37, April 1926.

Gives the reasons for failures, and how to meet them.

**Hanus, Paul H.** Opportunity and accomplishment in secondary education. *School review*, 34: 255-76, April 1926.

The author thinks that the problems of secondary education can not be solved all at once nor once for all, but that their solution offers a perennial challenge.

**Henry, D. B.** A statistical comparison of the student-hour costs of instruction in twenty-two Chicago high schools. *School review*, 34: 365-71, 455-66, May, June 1926.

Second and concluding paper. Gives the interpretation of the variations and changes in the student-hour costs of instruction.

**Johnson, Franklin W.** The forward look in secondary education. *University of Pittsburgh School of education journal*, 1: 93-98, May-June 1926.

"The extension of the high school in numbers and in years, its new and broader aims, the adaptation of materials and methods to a new philosophy and a new psychology, make the problems of administration and teaching complex and baffling . . ."

**Johnson, Mary Hooker.** The position of dean in the high school. *Smith alumnae quarterly*, 17: 310-15, May 1926.

A discussion of the problems and duties of this position.

**Katterjohn, Cecil C.** The high school faculty meeting. *Kansas teacher*, 22: 20-21, April 1926.

**Kinneman, John A.** The wastefulness of high school education. *Education*, 46: 529-31, May 1926.

**Koos, Leonard V.** The shift of high school subjects in one North central state. *Teachers journal and abstract*, 1: 397-400, June 1926.

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**Forman, W. O.** The use made of leisure time by junior high school pupils. *Elementary school journal*, 26: 771-74, June 1926.

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**Anthony, Katherine M.** The Harrisonburg unit lesson plan. *Educational administration and supervision*, 12: 319-25, May 1926.

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**Buckingham, B. B.** Supply and demand in teacher training. Columbus, Ohio, Ohio state university [1926]. 182 p. 8°. (Ohio state university. University studies, vol. 2, no. 15, March 15, 1926. Bureau of educational research monographs, no. 4.)

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**Davis, Sheldon Emmor.** Self-improvement; a study of criticism for teachers. New York, The Macmillan company, 1926. xv, 280 p. diags. 12°.

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**Finley, Charles W.** The training of science teachers. *School science and mathematics*, 26: 402-7, April 1926.

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**Skwor, Frank M.** An unusual experiment in student self-government. *Educational review*, 71: 273-74, May 1926.

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**Stockwell, Lynn E.** The training of junior high school industrial teachers. *Industrial-arts magazine*, 14: 113-15, April 1926.

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**Chass, Benjamin P.** America's poorly paid school teachers. *Current history*, (New York Times) 24: 67-72, April 1926. illus. tables.

**Gwinn, Joseph Marr.** Higher educational and professional standards for senior high school teachers. *California quarterly of secondary education*, 1: 335-41, April 1926.

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**Teacher tenure.** An address by Dean Haggerty of the University of Minnesota, given before the Minneapolis division of the Minnesota education association, April 20, 1926. League scrip, 6: 5-17, May 1926.

**Walsh, Matthew J.** Teaching as a profession; its ethical standards. New York, Henry Holt and company [1926]. ix, 387 p. tables. 12°.

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**North central association of colleges and secondary schools.** Proceedings of the Commission on institutions of higher education. North central association quarterly, 1: 14-39, June 1926.

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**Blake, Mabel Babcock.** The personnel office at Smith college. Smith alumnae quarterly, 17: 283-86, May 1926.

**Brown, Elmer Ellsworth.** The church and the university. Christian education, 9: 278-86, April 1926.

An address delivered at an inter-denominational conference of college and university church workers, Yonkers, N. Y., January 26, 1926.

**Burnett, Gail A.** What the colleges are doing for the secondary schools. School review, 34: 343-47, May 1926.

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**Cahoon, Jean Clark.** Humanizing the registrar's office. Smith alumnae quarterly, 17: 277-81, May 1926.

A discussion of some of the problems and duties of this office.

**Catawba college, Salisbury, N. C.** The college. Three addresses. Salisbury, N. C., Catawba college, 1926. 23 p. 8°. (Catawba college bulletin, new ser., vol. 1, no. 4, January 1926.)

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**Coe, George A.** College chapel religion. School and society, 23: 591-92, May 8, 1926.

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**Frank, Glenn.** The revolt against education. Nation, 122: 574-76, May 26, 1926.

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**Guest, H. Babbitt junior** and the small college. Education, 46: 599-604, June 1926.

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- Hartt, Rollin L.** The story of Yale's great museum. *Scientific monthly*, 22: 473-83, June 1926.  
A popular illustrated article on the history and activities of the Peabody museum of natural history at Yale university.
- Hopkins, L. B.** Personnel service in the college. *Vocational guidance magazine*, 4: 364-69, May 1926.
- Kelly, F. J.** Relative amounts of time required for teaching different college courses. *Journal of educational research*, 13: 273-83, April 1926.  
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- Loan funds partially replace scholarships.** *Columbia alumni news*, 17: 629-30, May 14, 1926.  
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- Lundberg, George A.** Sex differences on social questions. *School and society*, 34: 595-600, May 8, 1926.  
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- Marvin, George.** *Kulture and Kansas: the emancipated university of the free state.* *Outlook*, 42: 523-25, April 7, 1926.  
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Sketch of Michigan University and its activities. Illustrated.
- . "V. M. I." *The West Point of the South.* *Outlook*, 143: 104-7, May 19, 1926.  
Illustrated article on the Virginia Military Institute, Lexington, Va.
- Meiklejohn, Alexander.** A new college. *New republic*, 46: 215-18, April 14, 1926.  
Discusses "the need of a new liberal college."
- Mersereau, Edward B.** An experiment in marking. *School review*, 34: 348-53, May 1926.  
Experiment made in a college.
- Meyer, Adolph E.** Modernizing the college. *American review*, 4: 346-57, May-June 1926.  
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- Morse, William R.** The College entrance examination board. *California quarterly of secondary education*, 1: 325-33, April 1926.  
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- Mortality among Yale men.** Preliminary analysis of mortality among athletes and other graduates of Yale university. *Yale alumni weekly*, 35: 1086-88, June 11, 1926.  
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- Mussey, Henry R.** A dream of a narrow college. *Nation*, 122: 576-77, May 26, 1926.
- Penniman, Josiah H.** Universities as public service corporations. *World's work*, 52: 193-96, June 1926.

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**Report of the Harvard student council committee on education.** *Harvard alumni bulletin* (supplement) 28: 1-24, April 15, 1926.

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**Rockwell, Leo L.** *Honors courses in American colleges.* *English journal*, 15: 336-43, May 1926.

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**Sands, William Franklin.** *The ideal of a Catholic college.* *Georgetown college journal*, 54: 537-44, June 1926.

**Self-help at Princeton.** Interesting facts revealed by the investigations of the Bureau of student employment. *Princeton alumni weekly*, 26: 819-20, May 12, 1926.

**Stone, H. E.** *College exits and entranees.* *American school board journal*, 72: 69-71, 159, May 1926.

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**Storey, Thomas A.** *Health examination, a prerequisite to matriculation in college.* *American physical education review*, 31: 812-14, May 1926.

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**Strother, French.** *Fifty years of a great university.* *World's work*, 52: 211-16, June 1926.

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**Studer, Norman.** *The new college journalism.* *Nation*, 122: 579-81, May 26, 1926.

Discusses academic freedom in college journalism. Says an increasing number of editors are bent upon securing a greater measure of freedom of expression.

**Thal, Normal B.** *The "Chair of culture" at the University of Michigan.* *Intercollegiate world*, 1: 19-24, April 1926.

Describes the first Fellow in creative arts to occupy this chair at the University of Michigan, Mr. Robert Frost, and his appointment to the position.

**Thomas, John Martin.** *The high schools and the university.* *Education bulletin*, 12: 433-40, May 1926.

The writer, who is president of Rutgers university, speaks from the viewpoint of the state university, which Rutgers now is, having been specifically so designated by Act of Legislature.

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**Wedel, Theodore O.** *The liberal college and the high school—a plea for cooperation.* *Classical journal*, 21: 607-12, May 1926.

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**Whitman, A. D.** The value of the examinations of the College entrance examination board as predictions of success in college. New York city, Bureau of publications, Teachers college, Columbia university, 1926. 77 p. 12°.

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The purpose of the study is to compare the value of the examinations given by the College Entrance Examination Board with that of school marks as predictions of success in first year college work. Comparisons are made between the records of students in subjects offered for entrance to college, and their records in the same or in related subjects during their first year in college.

**Zook, George F.** Functions of municipal universities and of municipal junior colleges. *School life*, 11: 167-68, May 1926.

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**Bolton, Frederick E.** The establishment of junior colleges. *Washington educational journal*, 5: 270-71, 293-94, May 1926.

**French, J. W.** The junior college and 6-4-4 organization. *American educational digest*, 45: 365-66, April 1926.

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**Zook, George F.** The junior college movement. *School and society*, 28: 601-5, May 15, 1926.

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**Jackson, Clarence M., comp.** Research in progress at the University of Minnesota, July 1924-July 1925. Minneapolis, University of Minnesota, 1926. 306 p. 8°. (Research publications of the University of Minnesota. Bibliographical series, no. 3.)

Research studies in education in progress at the University of Minnesota are given on pages 161 to 192.

**McLaughlin, George D.** Research and industry. Cooperation between industry and university. *Scientific monthly*, 22: 281-84, April 1926.

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**Rose, Mary Swartz.** Ten years of vitamin research. *Journal of home economics*, 18: 248-53, 308-16, May, June 1926.

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Chief state school officers favor a Department of education. *Journal of the National education association*, 15: 183-86, June 1926.

The state school officers quoted are "men and women of long experience and of trusted judgment and vision."—Ed.

**Judd, Charles H.** Meaning of the Education bill. *Journal of education*, 103: 517-18, May 13, 1926.

The writer explains the new bill, and says that the present bill has the enthusiastic support of a number of those who were entirely opposed to the older bill in the form in which it was drawn. (Federal aid for schools was one point in disfavor.)

The new Education bill: To create a Federal department of education. Discussed pro and con, by senators, congressmen, and educators. *Congressional digest*, 5: 151-69, May 1926.

Also gives the organization of the Bureau of education, and history of legislation to establish a Federal department of education.

The new Education bill—pro and con. *Journal of Arkansas education*, 4: 7-11, May 1926.

Contains statements for the bill by Senator Charles Curtis and A. B. Hill, superintendent of public instruction of Arkansas, and statements against the bill by Senator Borah and Rev. James H. Ryan, of the National Catholic Welfare Conference.

Shall we have a Secretary of education? An informal debate. *Scholastic*, 8: 21-22, April 3, 1926.

Briefs are given for the negative and affirmative, and a brief bibliography on each side.

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Gist, Arthur S. Elementary school supervision. New York, Chicago [etc.] Charles Scribner's sons [1926]. xi, 308 p. illus., tables. 12°.

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Logan, John H. The state educational department and the public high school. *Education bulletin*, 12: 425-33, May 1926.

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Patty, W. W. Methods of apportioning public funds for secondary school support. *American school board journal*, 72: 51-52, 157, June 1926. tables.

Smith, Harry P. The financing of education in Kansas. *Kansas teacher*, 23: 7-9, June-July 1926. tables.

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Ayer, Fred C. Types of supervisory organization. *American educational digest*, 45: 341-45, April 1926.

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Burton, W. H. Evaluating the efficiency of supervisory programs. *Journal of educational method*, 5: 371-75, May 1926.

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**Chassee, L. J.** A study of student loans and their relation to higher educational finance . . . Prepared under the authority of the Association of university and college business officers of the Eastern States. New York, Harmon foundation, inc. [1926?]. 170 p. 8°. (Harmon foundation monographs, no. 1)

*Contains:* Ch. 1. Financial development of higher education.—Ch. 2. Sources of educational income.—Ch. 3. Allocation of higher educational costs.—Ch. 4. The student as a financial risk.—Ch. 5. Financing the student.—Ch. 6. The administration of student loans.

**Colbourn, John.** Responsibility of the principal for improvement of classroom teaching in his school. *Baltimore bulletin of education*, 4: 147-50, April 1926.

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**Emmons, Frederick Earle.** City school attendance service. New York city, Bureau of publications, Teachers college, Columbia university, 1926. xiii, 173 p. tables, forms, diagrs. 8°. (Teachers college. Columbia university. Contributions to education, no. 200.)

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**Foster, Bess Eleanor.** Planning a school exhibit. *Everyday art*, 4: 5-8, May 1926. illus.

**Giles, J. T.** What is a socialized recitation? *Wisconsin journal of education*, 58: 311-12, April 1926.

**Hahn, Julia L.** The supervisor and the teacher. *Elementary school journal*, 26: 775-81, June 1926.

The writer asks for an administration and supervision of schools which will permit the theory and the practice of modern education to function together.

**Harmon foundation, New York, N. Y.** Harmon foundation year book, 1924-1926. New York, Harmon foundation, 1926. 79 p. 8°.

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**McSkimmon, Mary.** The efficient school principal. *Journal of the National education association*, 15: 131-34, May 1926.

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**Flowers, J. G.** There are educational possibilities in extra-curricular activities. *Texas outlook*, 10: 32-34, June 1926.

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Hammond, H. F. Engineering degrees. *Journal of engineering education*, n.s., 16: 669-77, June 1926. tables.

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**Boone, Andrew R.** The Constitution and the curriculum. School and society, 23: 576-80, May 8, 1926.

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**Rohrbach, Q. A. W.** Training in leadership through non-athletic activities. American educational digest, 45: 389-91, 421, May 1926.

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**Boody, Bertha M.** A psychological study of immigrant children at Ellis Island. Baltimore, The Williams & Wilkins company, 1926. 5 p. l., 163 p. tables, diagrs. 8°. (Mental measurement monographs, serial no. 3.)

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**Gibson, Mary S.** Schools for the whole family. Survey, 56: 300-3, June 1, 1926.

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**Kirkpatrick, Clifford.** Intelligence and immigration. Baltimore, The Williams & Wilkins company, 1926. 8 p. l., 127 p. tables, diagrs. 8°. (Mental measurement monographs, serial no. 2.)

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**Richardson, Ethel.** Doing the thing that couldn't be done. Survey, 56: 297-99, June 1, 1926.

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Mr. Thomas is professor of history and political science in the University of Arkansas, and Mr. Summerall is major general and ranking officer in the United States Army, Governor's Island, N. Y.

**Mann, C. E. Education in the Army, 1919-1925. Educational record, 7: supplement, 3-61, April 1926.**

## EDUCATION OF WOMEN.

**Moe, Henry Allen. Fellowships for women. Journal of the American association of university women, 19: 10-12, April 1926.**

Address to the North Atlantic section of the American association of university women, at Atlantic City, January 16, 1926.

**Musser, John. Fewer women in graduate work. New York university alumnus, 6: 7-8, April 28, 1926.**

Reasons given for decreased enrollment, institutions represented, etc.

**Wellington, Elizabeth Elliott. Re-routing woman's education. Journal of the American association of university women, 19: 4-8, June 1926.**

A new division of Euthenics as introduced into the course of study in Vassar college.

**Woolley, Mary E. What the American woman thinks. Campus citizens. Woman citizen, 10: 38-40, May 1926.**

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## NEGRO EDUCATION.

**Peabody, Francis G. Education for life. Southern workman, 55: 248-56, June 1926.**

Address delivered at Tuskegee institute, April, 1926, with special bearing on negro education.

## EDUCATION OF THE DEAF.

**Anderson, Tom L. The place of industrial work in the education of the deaf. American annals of the deaf, 71: 198-204, May 1926.**

A paper delivered at the State Parent-teacher association of the deaf in Des Moines, Iowa, November 6, 1925.

"The adult deaf know that no matter how highly educated the average deaf man may be, he will succeed most readily through the occupations related to the industries."

**Brill, Tobias. An outline of study for intermediate and advanced grades. American annals of the deaf, 71: 227-48, May 1926.**

Outline of study for fifth and sixth grades in schools for the deaf. Continued from Annals for May, 1925, p. 267. Third paper of series. To be continued.

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**Askew, Sarah.** Library resources on feeble-mindedness. Training school bulletin, 23: 182-85, April 1926.

Gives a list of books on feeble-mindedness, many of which, the author says, are written in a popular style, and contain reliable information.

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The application of two techniques in evaluating some policies of dealing with bright children.

**Furfey, Paul Hanfy.** Educational treatment of gifted children. Catholic educational review, 24: 216-23, April 1926.

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**Guibord, Alberta.** Educating the dependent child. Mental hygiene, 10: 318-44, April 1926.

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The ungraded groups in this school are made up of children chosen by 5 different agents, principals first, then psychologists, psychiatrists, visiting teachers, and physicians.

**Murray, Raymond W.** The delinquent child and the law; a study of the development of legislation concerning delinquent children in the District of Columbia with special reference to the Juvenile court. Washington, D. C., 1926. vi, 116 p. 8°.

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**Root, William T.** The grading and educating of superior children. Childhood education, 2: 455-64, June 1926.

For rough classification, superior children are grouped in two classes, those with a high general or academic ability, and those with special ability.

**Smeltzer, Vera.** Education of crippled children. American schoolmaster, 19: 217-19, May 15, 1926.

The writer is a teacher of a class of crippled children in the public schools of Saginaw, Mich.

**Termer, Lewis M. and others.** Genetic studies of genius. Vol. I. Mental and physical traits of a thousand gifted children. [Stanford University, Calif.] Stanford University press, 1925. xv, 648 p. tables, diagrs., forms. 8°.

The purpose of the present investigation was to determine in what respects the typical gifted child differs from the typical child of merely normal mentality.

**Welch, Roland A.** Truancy at its source. American schoolmaster, 19: 263-72, June 1926.

Nine charts are given illustrating different phases of truancy.

## EDUCATION EXTENSION.

**Aspects of adult education.** American educational digest, 45: 412-14, 416, May 1926.

Adult education a live issue in American life, Extension education in Pennsylvania, the National congress of parents and teachers, etc., are discussed.

**Hamilton, Frederic Rutherford.** The responsibility of the school to the adult population. Interstate bulletin adult elementary education, 2: 4-6, 8, May 1926.

**Keppel, Frederick P.** Education for adults. Yale review, 15: 417-32, April 1926.

"Today there are at least five times as many adults, men and women, pursuing some form of educational study as are registered as candidates for degrees in all the colleges and universities in the country."

### LIBRARIES AND READING.

**Donnelly, June Richardson.** Professional training for librarianship. Libraries, 31: 244-47, May 1926.

An analysis of Mr. Tal's "Professional training for librarianship," in which the author limits himself for the most part to modern libraries in the United States.

**Folk, Paul J.** Library reading an essential in education. Catholic school journal, 26: 11-12, 30, April 1926.

**Jordan, Arthur Melville.** Children's interests in reading. Revised and brought down to date. Chapel Hill, University of North Carolina press; London, Humphrey Milford, 1926. 103 p. 8°.

**Lacy, Mary G.** Popular agricultural material for libraries. Library journal, 51: 557-61, June 15, 1926.

"A brief account of the mimeographed material for library use and of the methods used by the U. S. Department of agriculture to adapt information to various needs."

**Lehman, Harvey C.** Reading books "just for fun." School review, 34: 357-64, May 1926.

Study based on investigation made in schools of Kansas City, Kans. Shows a surprisingly large decline in voluntary book reading among high school and university students.

**Lynch, Maude Dutton.** The five-mile book shelf. Forum, 75: 330-37, June 1926.

A discussion of children and their reading.

**Mann, Dorothea Lawrence.** Simmons college teaches bookselling. Publishers' weekly, 108: 1262-64, April 10, 1926.

Says: "Bookselling and library work have much in common . . . the librarian must also interest the client in books, make him want to try them, and inspire him with the desire to come back for more."

**Pound, Renee.** The state library in modern society. Special libraries, 17: 127-31, April 1926.

Professional output of books in education for the year 1925. Teachers journal and abstract, 1: 258-61, April 1926.

List is arranged under publisher, and not by subject.

**Sisler, Della J. and Coulter, Edith M.** Suggested programs for the second, third, and fourth years of graduate library school. Libraries, 31: 164-66, April 1926.

Material presented at the open meeting of the Board of education for librarianship, University of California, Berkeley, March 4, 1925.

Summer reading for boys and girls. Child study, 3: section 2, 3-7, May 1926.

**Zachert, Adeline B.** School libraries should provide for mental growth throughout school life. School life, 11: 179, May 1926.

**BUREAU OF EDUCATION: RECENT PUBLICATIONS.**

- Character education.** Report of the Committee on character education of the National education association. Washington, Government printing office, 1926. 89 p. 8°. (Bulletin, 1926, no. 7)
- Characteristic features of recent superior state courses of study.** By Annie Reynolds. Washington, Government printing office, 1926. 13 p. 8°. (Rural school leaflet, no. 41, April 1926)
- How the world rides.** A series of projects on vehicular transportation for elementary schools. By Florence C. Fox. Washington, Government printing office, 1926. 81 p. illus. 8°. (Bulletin, 1925, no. 8)
- Is your child ready for school?** By James Frederick Rogers. Washington, Government printing office, 1926. 32 p. 8°. (Health education series, no. 19)
- Statistics of city school systems, 1923-1924.** . Prepared in the Statistical division, Frank M. Phillips, chief. Washington, Government printing office, 1926. 181 p. 8°. (Bulletin, 1925, no. 41)
- Advance sheets from the Biennial survey of education in the United States, 1922-1924.





DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

BULLETIN, 1926, No. 21

RECORD  
OF CURRENT EDUCATIONAL  
PUBLICATIONS

COMPRISING PUBLICATIONS  
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# RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

Compiled by the Library Division, Bureau of Education

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**CONTENTS.**—Educational biography—Current educational conditions—Educational theory and practice—Educational psychology: Child study—Psychological tests—Educational tests and measurements—Individual differences—Special methods of instruction and organization—Special subjects of curriculum—Kindergarten and pre-school education—Elementary education—Rural education—Secondary education—Junior high schools—Teacher training—Teachers' salaries and professional status—Higher education—Junior colleges—School administration—Educational finance—School management—Curriculum making—Extra-curricular activities—School buildings and grounds—School hygiene and sanitation—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral education—Religious and church education—Manual and vocational training—Vocational guidance—Workers' education—Agriculture—Home economics—Commercial education—Professional education—Civic education—Military education—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

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## NOTE

The following pages contain a classified and annotated list of current educational publications received by the library of the Bureau of Education to October 1, 1926. The last preceding list in this series of records was issued as Bulletin, 1926, No. 17 and comprised publications received by the Bureau of Education to July 1, 1926.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

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## EDUCATIONAL BIOGRAPHY.

**Fruette, Lorine.** G. Stanley Hall; a biography of a mind. With an introduction by Carl Van Doren. New York and London, D. Appleton and company, 1926. xi, 267 p. front. (port.) 8°.

A student and intimate friend of G. Stanley Hall presents in this volume an appreciative psychological interpretation both of the man and of his work.

## CURRENT EDUCATIONAL CONDITIONS.

## GENERAL AND UNITED STATES.

**Buttrick, Wallace.** Last thoughts on education. *Peabody journal of education*, 4: 5-12, July 1926.

"This address, left no doubt in incomplete form, was prepared by Dr. Buttrick to be delivered at the Commencement exercises of the University of Colorado, on June 14, 1926. His falling health, however, prevented the contemplated trip West."

**Education and the new South.** *Survey*, 56: 543-44, August 15, 1926.

**Hartman, Gertrude.** Changing education. *Journal of home economics*, 18: 379-82, July 1926.

Discusses progressive education in its different phases.

**Klemm, D. F.** Stable developments in the educational program of the nation during recent years. *Kansas teacher*, 23: 11-12, 14-16, August-September 1926.

**McMurry, Charles A.** The drift toward formalism. *Peabody journal of education*, 4: 13-19, July 1926.

**Snedden, David.** The lure of abstractions to educators. *School and society*, 24: 345-50, September 18, 1926.

Discusses the wide vogue of abstract terms which have become so generalized and abstract as to be capable of indefinite numbers of varied and often conflicting meanings.

**Teachers college, Columbia university.** Institute of educational research. Division of field studies. Report of the survey of the schools of Port Arthur, Texas. School year, 1925-1926 . . . New York city, Teachers college, Columbia university, Bureau of publications, 1926. 333 p. illus. 8°. (School survey series)

George D. Strayer, director.

## FOREIGN COUNTRIES.

**Adams, John.** Recent developments in education in Europe. *Progressive education*, 3: 217-21, July-August-September 1926.

**Ensor, Beatrice.** The new education in Europe. *Progressive education*. 3: 222-29, July-August-September 1926.

**Lenz, Frank B.** China's fight against illiteracy. *Outlook*, 143: 444-46, July 28, 1926.

Describes the mass attack on illiteracy. Illustrated.

**Little, E. Graham.** The University of London. Nineteenth century, 100: 181-87, August 1926.

**Monroe, Paul.** Student politics in China. *Forum*, 76: 186-93, August 1926.

The author thinks that the students in China are better informed on modern political topics than any other class of the nation, and that they are now creating public opinion.

**Orr, William.** The school system of Latvia. *School and society*, 24: 271-78, August 28, 1926.

**Reed, Cass Arthur.** American schools in Turkey. *School and society*, 24: 300-1, September 4, 1926.

The writer is at International College, Smyrna, Turkey.

**Thomas, L. A., jr.** Secondary education in France. *Sierra educational news*, 22: 446-49, September 1926.

**Thomas, Budlay.** China's students in the vanguard of revolution. *Current history*, 24: 570-75, July 1926.

Shows the growth of the nationalistic movement as exemplified by the students of China, also the increase of utilitarian and materialistic ideas of life and civilization.

### EDUCATIONAL THEORY AND PRACTICE.

**Bostwick, Arthur Elmore.** Education—man vs. mass. *Library journal*, 51: 605-607, July 1926.

**Coffin, J. Hershel.** An experiment in functional education. *Social science*, 1: 353-59, August-September-October 1926.

**Giddings, Franklin H.** Can education humanize civilization? *School and society*, 24: 25-31, July 10, 1926.

Address of the honorary chancellor of Union university, at Union college, June 14, 1926.

**Hocking, William Ernest.** The creative use of the curriculum. *Progressive education*, 3: 201-6, July-August-September 1926.

**Lindley, Ernest H.** Education as insurance. *Indiana teacher*, 71: 24-27, September 1926.

**Little, Clarence Cook.** Humanizing education. *Indiana university alumni quarterly*, 13: 237-43, July 1926.

Commencement address at Indiana university, June 8, 1926.

**Smith, Katherine L., and others.** The value of demonstration teaching. Summary of report made at the Helping teacher conference, Ocean City, July, 1926. *Education bulletin* (New Jersey) 13: 21-30, September 1926.

**Willits, Joseph H.** The importance of clear definition of purpose in education. *General magazine and historical chronicle* (University of Pennsylvania) 28: 397-400, July 1926.

Discusses briefly the elective system.

### EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

**Gowen, John W. and Gooch, Marjorie.** The mental attainments of college students in relation to the preparatory school and heredity. *Journal of educational psychology*, 17: 408-18, September 1926.

**Henmon, V. A. C. and Melrose, J. A.** Educational psychology. *Psychological bulletin*, 23: 353-65, July 1926.

A bibliography covering a three-year period, arranged by subject.

**Patri, Angelo.** The problems of childhood; edited by Clinton E. Carpenter, with an introduction by Leta S. Hollingsworth. New York and London, D. Appleton and company, 1926. xv, 309 p. 12°.

A principal of much experience with all sorts of children in the public schools here brings out, in the narratives of concrete incidents, many of the characteristics and principles of child life—physical, mental, and social.

**Piaget, Jean.** The language and thought of the child. Preface by Professor E. Claparède. London, Kegan Paul, Trench, Trubner & co., ltd., 1926. xxiii, 246 p. illus. 8°. (Half-title: International library of psychology, philosophy and scientific method)

**Woolley, Helen Thompson.** An experimental study of children at work and in school between the ages of 14 and 18 years. New York, The Macmillan company, 1926. xv, 762 p. tables. 8°.

A five-year study of a large and representative group of working children, covering the mental and physical status of the children from year to year, their industrial histories, their home conditions, and so far as possible, their social histories.

## PSYCHOLOGICAL TESTS.

**Bayley, Nancy.** Performance tests for three, four, and five-year old children. Pedagogical seminary, 33: 435-54, September 1926.

A preliminary report based on results of tests of 100 children, whose ages ranged from 2 years and 9 months to 6 years and 8 months.

**Magson, Egbert H.** How we judge intelligence; an investigation into the value of an interview as a means of estimating general intelligence. Cambridge. University press, 1926. ix, 115, [1] p. incl. tables. 8° (*On cover*: The British journal of psychology. Monograph supplements, ix)

Bibliography: p. [114]-115.

Thesis (D. Sc.)—University of London.

**Pintner, Rudolf.** Intelligence tests. Psychological bulletin, 23: 366-81, July 1926.

Deals with the history of tests, the theoretical conditions, scales, group tests, tests with school children, feebleminded, superior, and delinquent, also with college students, makes racial comparisons, studies inheritance, etc.

**Smith, Frank.** A criticism of psycho-analysis. Journal of education and school world (London), 58: 567-68, August 2, 1926.

Criticizes psycho-analysis from the standpoint of the educator.

## EDUCATIONAL TESTS AND MEASUREMENTS.

**Gates, Arthur I.** A series of tests for the measurement and diagnosis of reading ability in grades 3-8. Teachers college record, 28: 1-23, September 1926. tables, diagrs.

**Jones, V. A. and McCall, W. A.** Educational tests. Psychological bulletin, 23: 382-94, July 1926.

The authors say that primarily the study is designed to deal with recent trends as seen in the camps of the specialists in test construction. A bibliography is given.

**Peters, Charles C.** A method for computing accomplishment quotients on the high-school and college levels. Journal of educational research, 14: 99-111, September 1926. tables.

This article develops a technique for extending the computation of accomplishment quotients to students of the high-school and college levels.

## INDIVIDUAL DIFFERENCES.

**Davis, C. O.** Provisions for meeting individual differences among pupils in the junior high school. School review, 34: 510-20, September 1926.

## SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION. .

## DALTON PLAN.

**Ruckmick, Herbert C.** The Dalton laboratory plan. Washington education journal, 6: 13-15, September 1926.

**Sheridan, Marion C.** An evaluation of the Dalton plan. English journal, 15: 507-14, September 1926.

Discusses some of the puzzling aspects of the plan.

**South Philadelphia high school for girls.** Educating for responsibility; the Dalton laboratory plan in a secondary school. By members of the faculty of the South Philadelphia high school for girls. New York, The Macmillan company, 1926. xvii, 310 p. diagrs. 12°.

The South Philadelphia high school for girls has been experimenting with the Dalton plan for three years, and reports that it finds the plan increasingly successful in its school work. This book describes the operation of the Dalton plan in the South Philadelphia school, beginning with the general consideration of principles, practice in assignment and teaching technique, and school organization.

## RADIO EDUCATION.

**Radio the great educator.** Radio guide, 19:16-17, July 1926.

Discusses higher education via radio, radio in the school room, radio inspires love of music, etc.

## VISUAL EDUCATION.

**Lehman, Harvey C. and Witty, Paul A.** Education and the moving picture show. Education, 47: 39-47, September 1926. tables. bibl.

**Pease, Orrin L.** The development of a visual department in a school system. Educational screen, 5: 393-95, September 1926.

## PROJECT METHOD.

**Cranor, Katherine Taylor.** Changes in school management demanded by the project method. Journal of educational method, 6: 25-31, September 1926.

## SPECIAL SUBJECTS OF CURRICULUM.

## READING.

**Hicks, Elizabeth M.** Disability in reading and its relation to personality. Cambridge, Harvard university press, 1926. 92 p. 8°. (Harvard monographs in education, ser. I, vol. II, no. 2, whole no. 7) (Studies in educational psychology and educational measurement, ed. by Walter F. Dearborn)

Procedures for silent reading in the first grade—a symposium. Chicago schools journal, 9: 1-9, September 1926.

The studies are made by Elizabeth C. Hogan, Ruth Holbrook, Anna E. Hendricks.

## SPELLING.

**Keener, E. E.** Comparison of the group and individual methods of teaching spelling. Journal of educational method, 6: 31-35, September 1926.

## ENGLISH AND COMPOSITION.

**Barrows, Sarah T., and Cordts, Anna T.** The teacher's book of phonetics. Boston, New York [etc.] Ginn and company [1926] xi, 199 p. illus. 12°.

While an effort has been made to present the phonetic facts with scientific accuracy, the announced chief purpose of this book is the adaptation of the science to the need of the teacher and her pupils, in aiding the teacher to correct the pupils' faulty speech. Attention is given to the foreign child's speech difficulties with English. The chapter on the phonetic alphabet is relegated to the end of the book.

**Guiler, Walter S.** Diagnosing student shortcomings in English composition. Journal of educational research, 14: 112-19, September 1926. tables.

Endeavors to show the value of diagnostic tests in discovering some learning difficulties which students meet in the mechanics of English composition.

## ANCIENT CLASSICS.

**D'Ooge, Benjamin L.** The humanizing of Latin. Publishers' weekly, 110: 310-14, July 31, 1926. illus.

## MATHEMATICS.

**Buswell, G. T. and John, Lenore.** Diagnostic studies in arithmetic. Chicago, University of Chicago, 1926. 212 p. 8°. (Supplementary educational monographs, published in conjunction with the School review and the Elementary school journal, no. 30, July 1926)

- Cajori, Florian.** Mathematics in modern liberal education. University of California chronicle, 28: 294-309, July 1926.
- Fisher, P. M.** The teaching of mathematics. Western journal of education, 32: 3, 9, July 1926.  
Mentions two trends manifest in this subject, an insistence upon knowledge and skill in arithmetic in the grades, and a quickening of interest in algebra, geometry, and trigonometry because of their application to the uses of man, in invention, industry, and general understanding.
- Heilman, J. D.** What should and what should not be taught in elementary arithmetic. Teachers journal and abstract, 1: 460-69, September 1926.
- Monroe, Walter S. and Clark, John A.** The teacher's responsibility for devising learning exercises in arithmetic. Urbana, Ill., University of Illinois, 1926. 92 p. 8°. (University of Illinois bulletin, vol. XXIII, no. 41, June 15, 1926. Bureau of educational research. Bulletin, no. 31)
- Smith, David Eugene.** Connecting arithmetic with the child's everyday experiences. Publishers' weekly, 110: 306-9, July 31, 1926. illus.
- Washburne, Carlton W.** Social practices in arithmetic fundamentals. Elementary school journal, 27: 60-66, September 1926.
- Wells, Herbert D.** A psychological analysis of plane geometry. Iowa City, Ia., College of education, University of Iowa [1926] 47 p. incl. tables, diagra. 8°. (University of Iowa. Monographs in education, Charles L. Robbins, editor. 1st ser., no. 1. Jan. 1, 1926)

## SCIENCE.

- Brautlecht, C. A.** Orientation of students in chemistry: aptitude and placement tests and results in first-year chemistry. Journal of chemical education, 3: 903-4, August 1926.
- Foster, Oscar B.** An advanced chemistry course in a high school. Journal of chemical education, 3: 893-96, August 1926. illus.  
The term "advanced chemistry" as here used means a course of instruction in qualitative analysis and industrial processes.
- Holland, Thomas H.** Methods of science teaching. School and society, 21: 185-93, August 14, 1926.  
Address by the president of the educational section of the British association for the advancement of science, Oxford, August 6, 1926.
- Noyes, Arthur A. and Bell, James E.** Honor students in chemistry. Journal of chemical education, 3: 888-92, August 1926.  
The purpose of the paper is to describe the method that is being developed at the California institute of technology for dealing with honor students in chemistry.
- Pieters, H. A. J.** Practical chemistry for beginners. Journal of chemical education, 3: 876-87, August 1926. diagra.
- Turner, Thomas W.** Biology teaching and the rural school. Southern workman, 55: 349-52, August 1926.

## GEOGRAPHY.

- Carpenter, Frances.** Visualizing foreign countries for the American child. Publishers' weekly, 110: 317-20, July 31, 1926. illus.
- Ridgley, Douglas C.** Twelve hundred selected place names. Journal of geography, 25: 201-21, September 1926.  
Discusses the need, the method of selection, the geographical arrangement of names, and gives the list of names.

## SOCIAL STUDIES.

- Bain, Read.** Reactions of college students to elementary sociology. *Social forces*, 5: 66-69, September 1926. tables.
- Harper, Ernest Bouldin.** Teaching the social sciences. *Social science*, 1: 349-52, August-September-October 1926.
- Hoover, Glenn E.** The present state of economic science. *Social forces*, 5: 57-60, September 1926.
- Kimball, Reginald Stevens.** Teaching current events. *Arizona teacher and home journal*, 15: 8-11, September 1926.
- Melvin, Bruce L.** Sociology in process. *Social forces*, 5: 52-56, September 1926.
- Pistor, Frederick.** Social science activities in Hawkins Street school. *Newark school bulletin*, 7: 3-6, September 1926.  
Says that children learn to be social through shared experiences.
- Schacht, Lucile H.** On the teaching of history—some aims. *Chicago schools journal*, 9: 9-13, September 1926.
- Woolston, Howard.** Social education in public schools. *Washington education journal*, 6: 11-12, 32, September 1926.

## MUSIC.

- Davison, Archibald T.** Music education in America. What is wrong with it? What shall we do about it? New York, London, Harper & brothers, 1926. xi, 208 p. 8°.  
The writer analyzes our whole system of teaching music in the schools and colleges, and shows its faults and how they may be rectified.
- Garthe, Alice D.** Definite music standards at the Chicago normal college. *Chicago schools journal*, 9: 20-22, September 1926. tables.
- A list of operettas for children. *Playground*, 20: 337-39, September 1926.
- Ward, Arthur E.** Trends of musical education in the schools. *Publishers' weekly*, 110: 315-17, July 31, 1926.

## ART EDUCATION.

- Bulletin of the Metropolitan museum of art. Educational number, vol. 21, no. 9, September 1926.*  
Describes the educational work of the museum, discusses the schools and colleges and the museum, story hours for boys and girls, the use of the collections, the Museum's extension service and lending collections, and its cinema films.
- Correthers, B. Young.** Art in the extra-curriculum. *Progressive education*, 3: 214-16, July-August-September 1926.
- Court, Benton.** The teaching of poster work. *School-arts magazine*, 26: 8-17, ix-x, September 1926. illus.

## HANDWRITING.

- Peterson, John O.** Handwriting tendencies. *Washington education journal*, 6: 17-18, September 1926.  
The article is illustrated with a number of examples showing changes and tendencies in handwriting.



## DRAMATICS AND ELOCUTION.

**Huyke, Juan B.** *La Sentimental. Comedia en dos actos.* San Juan, P. R., Negociado de materiales, 1926. 55 p. 12°.

A comedy of school life by the Commissioner of education of Porto Rico.

**MacKinnon, Annie Locke.** *The story teller.* Primary education-Popular educator, 44: 44-46, 73, September 1926.

Several stories for the children are given.

## KINDERGARTEN AND PRE-SCHOOL EDUCATION.

**Anderson, John E.** *The attendance of nursery school children.* School and society, 24: 182-84, August 7, 1926.

A study of the attendance at the Nursery school of the Institute of child welfare at the University of Minnesota.

**Arlitt, Ada Hart.** *Some mental hygiene aspects of the pre-school period.* Childhood education, 3: 14-21, September 1926.

**Gesell, Arnold.** *Experimental education and the nursery school.* Journal of educational research, 14: 81-87, September 1926.

**Reed, Mary M.** *Social studies in the kindergarten and first grade.* Teachers college record, 28: 29-49, September 1926.

The writer was assisted in this study by a number of students in education, in Teachers college, Columbia university.

**Snedden, David.** *Some problems of nursery school education.* Teachers college record, 28: 24-28, September 1926.

**Van Cleave, Bernice F.** *The years before school.* Child welfare magazine, 20: 651-53, 701-3, July-August, 1926.

Gives ten conclusions to reach in preparing a child for school, after which, the author thinks, any teacher can easily teach him the three "E's."

## ELEMENTARY EDUCATION.

**Gage, Lucy.** *Problems of supervision in the early elementary grades.* Peabody journal of education, 4: 94-97, September 1926.

**Mossman, Lois Coffey.** *The place of activities in the work of the intermediate grades.* Wisconsin journal of education, 59: 8-10, September 1926.

Gives a list of activities suitable for the grades.

**Stratmeyer, Florence B. and Bruner, Herbert B.** *Rating elementary school courses of study.* New York city, Teachers college, Columbia university, 1926. 193 p. tables, diagrs. 8°. (Studies of the Bureau of curriculum research of Teachers college, Columbia university. Bulletin no. 1)

## RURAL EDUCATION.

**Hoffer, C. B.** *The development of rural sociology.* American journal of sociology, 32: 95-103, July 1926.

**Wilson, Warren H.** *Changes in rural life in the past twenty-five years.* Missionary review of the world, 49: 493-99, July 1926. illus. diagr.

## SECONDARY EDUCATION.

**Ashby, Nanatte M.** *Developing student government in the high school.* Arizona teacher and home journal, 15: 11-16, September 1926.

Includes bibliography.

**Cox, Philip W. L.** *What is the secondary school curriculum?* High school teacher, 2: 260-61, 269, September 1926.

**Douglass, Harl B.** Modern methods in high-school teaching. Boston, New York [etc.] Houghton Mifflin company [1926] xix, 544 p. diags. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

This volume contains a progressive organization of the technique of teaching in high schools, and describes the best recent experimentation in the field of teaching practice.

**Gardner, C. A.** Why high school pupils think they fail. American educational digest, 46: 5-8, September 1926. tables.

The study seems to show that the "viewpoint of the teacher and the pupil conflict at many points in their opinions as to the causes of failure."

**Hanus, Paul H.** Opportunity and accomplishment in secondary education. Cambridge, Harvard university press, 1926. viii, 60 p. 12°. (The Inglis lectures, 1926)

The second in the series of lectures on secondary education established at Harvard in memory of the late Prof. A. J. Inglis is embodied in this brochure.

**Jackson, Ralph W.** The government of high schools. High school teacher, 2: 270-72, 278, September 1926.

**Kirby, Thomas J.** Subject combinations in high-school teachers' programs. School review, 34: 494-505, September 1926. tables.

**Stowe, A. Monroe.** High school jogging the college. Educational review, 72: 100-1, September 1926.

#### JUNIOR HIGH SCHOOLS.

**Schrader, Carl W.** Junior high school tendencies. Education, 47: 22-27, September 1926.

**Touton, Frank Charles, and Struthers, Alice Ball.** Junior-high-school procedure. Boston, New York [etc.] Ginn and company [1926] xvii, 595 p. front., illus., forms, diags. 12°.

In this volume the best procedure in school organization, administration, supervision, and instruction for the attainment of the proposed junior-high-school objectives is set forth in a comprehensive manner.

#### TEACHER TRAINING.

**Brown, H. A.** New standards for teachers' colleges. Elementary school journal, 27: 48-50, September 1926.

— What should Wisconsin normal schools do before they can grant degrees? Educational administration and supervision, 12: 393-412, September 1926.

Wisconsin is one of the more than 30 states which have reorganized or are in the process of reorganizing their state normal schools on a teachers' college basis.

**Chadsey, C. E.** The undergraduate curriculum in education. North central association quarterly, 1: 149-162, September 1926. Discussion, p. 162-73.

A report made at the time of the annual meeting, March, 1926.

**Clark, Harry.** Life more abundant. Georgia education journal, 18: 5-8, September 1926.

The writer gives the warning that something more than specialization is needed for the successful teacher.

**Durkin, Sister Mary Antonia.** The preparation of the religious teacher. A foundational study. . . Washington, D. C., Catholic university of America, 1926. 96 p. 8°.

A dissertation submitted to the Catholic Sisters college of the Catholic university of America in partial fulfillment of the requirements for the degree of doctor of philosophy.

- Hes, R. E.** The place of the social sciences in the training of teachers. *Peabody journal of education*, 4: 42-47, July 1926.
- Klein, Gertrude.** The promotion of scholarship in teachers of the secondary schools of the United States. *Teachers college record*, 28: 58-76, September 1926.
- This essay received honorable mention from the Julius and Rosa Sachs prize, awarded in June, 1926.
- Lee, Edwin A.** Research problems in training vocational teachers. *School and society*, 24: 31-37, July 10, 1926.
- Address before the Vocational education association of the Middle West at Des Moines, Iowa, March, 1926.
- Monroe, Walter S.** The undergraduate curriculum in education. *School and society*, 24: 177-81, August 7, 1926.
- Face, Edward A.** The training of the college teacher. *Educational record*, 7: 131-42, July 1926.
- Discussion, p. 142-48.
- Parkinson, Burney Lynch.** The professional preparation and certification of white elementary and secondary public school teachers in South Carolina. Columbia, S. C., Extension division, University of South Carolina, 1926. 270 p. 8°. (Bulletin of the University of South Carolina, no. 184, June 1, 1926)
- A dissertation accepted in partial fulfillment of the requirements for the degree of doctor of philosophy in George Peabody college for teachers.
- Peterson, Joseph and Dunkle, Gladys.** The teaching of psychology in teacher-training institutions of the South. *Psychological review*, 33: 335-96, September 1926.

#### TEACHERS' SALARIES AND PROFESSIONAL STATUS.

- Hines, Harlan C.** Finding the right teaching position. New York, Chicago [etc.] Charles Scribner's sons [1926] vi, 200 p. 12°.
- From the standpoint of the teacher, the author treats the problem of employment in the public school, normal school, and college, and concludes with a discussion of the necessary extra-professional activities and the attitude of the teacher toward the profession.
- Jarvis, Paul G. H.** Recent Supreme Court decisions on teacher contracts. I-II. *School and society*, 24: 153-58, 193-98, August 7, 14, 1926.
- Kitson, Harry Dexter.** Relation between age and promotion of university professors. *School and society*, 24: 400-4, September 25, 1926. tables.
- Knutson, K. J.** A model retirement fund law. *Washington education journal*, 6: 15-16, September 1926.
- Gives the basic principles, and the law in outline, with suggestions.
- Miller, Caroline.** Teacher retirement fund. *Georgia education journal*, 18: 29-30, September 1926.
- Morgan, Joy Elmer.** Teachers facing tomorrow. *Pennsylvania school journal*, 75: 11-13, September 1926.
- Address at the Pennsylvania dinner, Philadelphia, June 29, 1926.
- Discusses the responsibility of teachers for elevating ideals, some factors in the setting up of the new school, and the elevation of the teaching profession.
- National education association.** Research division. Efficient teaching and retirement legislation. Washington, Research division of the National education association, 1926. [92]-[161] p. tables, diagrs. 8°. (Research bulletin, vol. iv, no. 3, May, 1926)

**Thayer, V. T.** Teacher rating in the secondary schools. Educational administration and supervision, 12: 361-78, September 1926.

Discusses teacher-rating plans of three general types, score cards of teacher traits, man-to-man comparison scales, and measurements of teaching efficiency based upon achievements.

### HIGHER EDUCATION.

**American Council on education.** [Report of the annual meeting, 1926.] Educational record, 7: 149-240, July 1926.

The article gives chairman's address, with discussion, reports of the various committees, the constitution, officers, and members, etc.

**Associated Harvard clubs.** Twenty-eighth meeting, Chicago, June 3, 4, and 5, 1926. Cambridge, Mass., Supplement of the Harvard alumni bulletin, vol. 29, no. 1, September 30, 1926. 94 p.

**Anderson, John E. and Spencer, Llewellyn T.** The predictive value of the Yale classification tests. School and society, 24: 305-12, September 1926. tables.

**Clark, E. L.** Value of student interviews. Journal of personnel research, 5: 204-7, September 1926. table.

A study made at Northwestern university.

**College entrance examination board.** The work of the College entrance examination board, 1901-1925. The solution of educational problems through the cooperation of all vitally concerned. Boston, New York [etc.] Ginn and company [1926] ix, 300 p. tables, diagrs. 8°.

This collection of papers by Nicholas Murray Butler and others traces the origin of the College entrance examination board, and narrates its history and evaluates its work during the past quarter of a century. The special topic of the art of examination is discussed by President Lowell, of Harvard.

**Denison, Robert C.** The harvest of the higher education. Pomona college quarterly magazine, 14: 150-55, June 1926.

An address delivered at the Pomona college graduation exercises, June 14, 1926.

**Duke university, Durham, North Carolina.** School, 38: 17-20, September 9, 1926. illus.

Article says: "One of America's richest institutions, formerly Trinity college, will be concerned about excellence rather than size."

**Bells, Walter Crosby.** The center of population of higher education. School and society, 24: 339-44, September 11, 1926. map, tables.

———. Why do college students go to church? Religious education, 21: 342-47, August 1926.

The result of a questionnaire submitted to the student body at Whitman college, Walla Walla, Wash.

**Gage, H. M.** A good word for the college. North central association quarterly, 1: 182-89, September 1926.

An address delivered at the annual banquet of the Association, March 19, 1926, by the retiring president.

**Haggerty, M. W., Boardman, C. W. and Johnston, J. B.** Cooperation at the University of Minnesota. Educational record supplement, 2: 1-47, July 1926.

**Harger, Charles Moreau.** College education and the job. Journal of education, 104: 205-6, September 13, 1926.

A discussion concerned with the relation of a college to the life-work of its students.

**Harper, Ernest Bouldin.** Educational personnel work. *Social science*, 1: 313-20, August-September-October 1926.

Discusses personnel work in colleges and universities.

**Hites, L. T.** Spiritual values in higher education. *Religious education*, 21: 323-33, August 1926.

**Hopkins, L. B.** Personnel administration in colleges. *Educational record*, 7: 174-77, July 1926.

**Johnston, J. B.** Predicting college achievement as a basis for educational guidance. *Educational record supplement*, no. 2: 33-47, July 1926.

Personnel administration work at the University of Minnesota.

**Lindsay, E. E.** Personnel administration in the university. *School and society*, 24: 378-82, September 25, 1926.

Discusses the relation between the president (or the central administration) and the faculty and some of the problems attached thereto.

Loan service to be extended. Foundation will establish new department. *Harmon foundation news bulletin*, 1: 1, 4, August 1926.

Describes the Harmon loan plan for a new department in the Division of student loans to be known as the "Harmon-college cooperative loan fund."

**Pegram, George B.** Surveys in higher education. *Journal of engineering education*, 17: 4-14, September 1926.

Address of the president delivered at the thirty-fourth annual meeting of the Society for the promotion of engineering education, Iowa City, June 17, 1926.

**Pupin, Michael I.** The idealism of the American university. *University of California chronicle*, 28: 311-17, July 1926.

Address delivered at the University of California on Charter day, March 23, 1926.

**Reese, Webster P.** Cardinal objectives of the college of liberal arts. *Social science*, 1: 321-30, August-September-October 1926.

**Rule, James N.** Progress in Pennsylvania in the adoption of the twelve-unit plan of college admission. *School and society*, 24: 210-12, August 14, 1926.

Gives a list of the Pennsylvania colleges that have definitely accepted the plan and are now presumably admitting students on the new basis.

**Showerman, Grant.** Heckling the college. *School and society*, 24: 249-54, August 28, 1926.

The writer does not like the heckling of the colleges and does not believe in the remedies proposed. He says: "If lecturers conducted their own quiz sections and knew their students, if we refused to allow our thought to be a prey to the cumulative effect of criticism coming from a dozen different prejudiced sources, if we sensibly ceased to expect in the students and instruction of today the perfection we know did not exist in our own college days, we should realize that the times are not so entirely out of joint."

**Solbert, Oscar N.** Continuing the Rhodes scholar idea. *World's work*, 52: 344-46, July 1926.

The Commonwealth fund and British students in American universities.

**Spiller, Robert E.** Pre-honors courses. *English journal*, 15: 499-506, September 1926.

**Stowe, A. Monroe.** Municipal control of urban higher education. *American review*, 4: 437-41, August 1926.

The development of municipal universities.

**Terman, Lewis M.** The independent study plan at Stanford university. *School and society*, 24: 96-98, July 24, 1926.

Describes the system of honors courses, or independent study programs, used in colleges and universities, now in operation in Swarthmore, Vassar, Smith, Yale, Michigan, Wisconsin, Stanford, etc., as one that has found favor.

**Thwing, Charles Franklin.** The college president. New York, The Macmillan company, 1926. x, 345 p. 8°.

The qualities of the actual and typical college or university president are analyzed in this volume by Dr. Thwing on the basis of his long experience as president of Western Reserve University.

**Washburn, Earle L.** Accounting for universities. New York, The Ronald press company [1926] viii, 126 p. tables, forms. 12°. (Monograph library—no. 41)

This treatise suggests and explains methods of keeping the financial records of universities and preparing the annual report and budget, so as to afford the most efficient control over the finances of these institutions.

#### JUNIOR COLLEGES.

**Stowe, A. Monroe.** Junior-college aims and curriculums. School review, 34: 506-9, September 1926.

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**Davis, H. B.** Reorganization of municipal administration in public school education. School and society, 24: 373-78, September 25, 1926. table.

**Edwards, I. N.** Where and how to find the law relating to public-school administration. Elementary school journal, 27: 14-24, September 1926.

**National Catholic welfare conference.** Bureau of education. Private schools and state laws, 1925. A supplement to Bulletin no. 4, 1924. The text of State laws governing private schools, enacted in 1925. Together with new laws on Bible reading in the public schools. Also the Oregon case, with a summary of the arguments and the text of the Supreme Court decision. Comp. by Charles N. Lischka. Washington, D. C., National Catholic welfare conference, 1926. 76 p. 8°. (Education bulletins, no. 3, January 1926)

**Peel, Arthur J.** Cutting routine in the business manager's office. American school board journal, 73: 52-53, July 1926. diagr.

**Selection of county superintendent and levy of county school tax.** Expert opinion gathered by President Bledsoe from every section of the United States. Texas outlook, 10: 10-12, September 1926.

**Weber, H. C.** The all-year school. Printed by authority of the Board of education [Nashville, Tenn.] [Nashville, Tenn., Board of education, 1926] 16 p. 8°.

#### EDUCATIONAL FINANCE.

**Mort, Paul R.** State support for public schools. New York, Bureau of publications, Teachers college, Columbia university, 1926. xiii, 104 p. tables, diagrs. 8°. (School administration series, ed. by George D. Strayer and N. L. Engelhardt)

Part I of this study presents the general structure upon which a proper system of State aid to public schools should be built. Techniques of applying the principles involved are given in part II, and are illustrated throughout by applications to New York State data taken from an investigation of educational need in New York State by the writer.

**Reeder, Ward G.** Fundamental principles of budget-making. Educational research bulletin (Ohio state university), 5: 263-69, September 22, 1926.

**Rockwell, William M.** The school population and its book bill. Publishers' weekly, 110: 301-5, July 31, 1926.

**Strickland, V. L.** Millage tax for state educational institutions. School and society, 24: 302-4, September 4, 1926.

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- Anderson, Will D.** Discipline. *Chicago schools journal*, 9: 14-16, September 1926.
- Boynton, F. D.** Single, continuous, or double session for high schools—which? *American school board journal*, 73: 47-48, 169, July 1926. table.  
*Also in Journal of education*, 104: 130-34, August 23, 1926, under the title "Do pupils have too much leisure?"  
 An address delivered before the High school parent-teacher association, Ithaca, N. Y., June 3, 1926.
- Brim, Orville G.** The nature of aim and its bearing on supervision. *Journal of educational method*, 6: 2-8, September 1926.
- . The superintendent and supervision. *American educational digest*, 45: 486-88, July 1926.
- . The supervising principal as trouble-fixer or educational leader. *Educational administration and supervision*, 12: 413-19, September 1926.
- Brueckner, L. J.** Diagnostic analysis of classroom procedures. *Elementary school journal*, 27: 25-40, September 1926. tables.  
 Describes the methods used in two groups, (1) those based on general impression and (2) those based on analytical or diagnostic procedure.
- Bussewitz, W. R.** Grade assemblies. *Elementary school journal*, 27: 41-45, September 1926.
- Fenton, Norman.** Self-direction and adjustment. *Yonkers-on-Hudson, N. Y., World book company*, 1926. xi, 121 p. tables, forms. 8°. (Measurement and adjustment series, ed. by L. M. Termon)
- The writer analyzes the external and personal conditions for effective study, and the elements in the study process; tells how to study, and gives general considerations regarding ambitions and ideals and their encouragement. Gives directions for the self-measurement of one's own intelligence and instructs the student how to adapt his abilities to usefulness and success in life.
- Harlan, Charles L.** Size of class and types of instruction. *Journal of educational research*, 14: 120-25, September 1926.  
 The writer thinks that the indications are that the class size is relatively unimportant in determining class-room efficiency.
- Hillis, C. C. and Shannon, J. B.** Directed study. *School review*, 34: 526-34, September 1926.  
 Gives an outline showing the steps taken in establishing directed, or supervised, study in the high school at Danville, Ind.
- Improvement of the written examination.** *Education bulletin (New Jersey)* 13: 7-12, September 1926. diagr.
- Kniseley, J. M.** Duties of supervisors. *Washington education journal*, 6: 10-11, September 1926.  
 Discusses the subject "from the outside, looking in," and "from the inside, looking out."
- Moore, Clyde B.** Trends and purposes of professional supervision. *Educational administration and supervision*, 12: 379-92, September 1926.
- Whitely, Paul L.** Comparison of teacher and student estimates of grades. *School and society*, 24: 278-80, August 28, 1926.  
 A comparison of the teacher's estimate of a student with that of the student's estimate of himself, a comparison of the teacher's estimate of individual students with those made by the student's fellow classmates, and a comparison of the student's rating of himself with his rating by his classmates.

## CURRICULUM-MAKING.

**Bobbitt, Franklin, and others.** Curriculum investigations. Chicago, University of Chicago, 1926. 204 p. 8°. (Supplementary educational monographs, published in conjunction with the School review and the Elementary school journal, no. 31, June 1926)

**Briggs, Thomas H.** Curriculum problems. New York, The Macmillan company, 1926. xiv, 138 p. 12°. (The modern teachers' series, ed. by W. C. Bagley)

The question of the materials of instruction seems just now to occupy the focus of attention for educators. This book aims to stimulate and aid students of the curriculum problem by bringing to their attention certain fundamental questions, which must be settled before a generally acceptable reorganization of the curriculum can be effected.

## EXTRA-CURRICULAR ACTIVITIES

**Meyer, Harold D.** A handbook of extracurricular activities in the high school especially adapted to the needs of the small high school. New York, A. S. Barnes and company, 1926. xiv, 402 p. illus., diags., forms. 8°.

Material is here collected for answering many of the current questions regarding specific extra-curricular activities of the high school; the object being to aid the schools in meeting the situations and needs; to offer suggestions to the leader and supervisor of activities; to stress the purposes and values of each activity, and to lead those interested to further study and effort, especially by providing a comprehensive bibliography for each topic.

**Terry, Paul W.** Extra-curricular activities in the junior high school. Baltimore, Warwick and York, inc., 1926. 122 p. tables. 12°.

Extra-curricular activities with special reference to their part in training for citizenship are taken up in this book, which records a project connected with a course in the University of North Carolina.

## SCHOOL BUILDINGS AND GROUNDS.

**Edmonds, Richard W.** School building in Alabama. American review of reviews, 74:193-98, August 1926.

## SCHOOL HYGIENE AND SANITATION.

**Averill, Lawrence Augustus.** Educational hygiene. Boston, New York [etc.] Houghton Mifflin company [1926] xvii, 546 p. illus., tables. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

According to this book, the proper scope of educational hygiene comprises child hygiene, school hygiene, personal hygiene, community hygiene, mental hygiene, physical education, and the pedagogy of hygiene. The author aims to include in this pioneer work sufficient material in all these divisions of educational hygiene to form a satisfactory basis for a complete course for students in this subject.

**Brydon, Mary E.** The family physician's place in the inspection of school children, with special reference to the rural situation. Journal of the American medical association, 87: 932-35, September 18, 1926.

**Kittredge, Mabel Hyde.** School lunches in large cities of the United States. Journal of home economics, 18: 500-12, September 1926.

**McLure, John B.** School sanitation from the standpoint of the school administrator. American journal of public health, 16: 887-92, September 1926.

Says that a scientific program of school sanitation is the first great need of the school system.



**New York (State) University.** . . . Jamestown eye survey; a study of 8,000 school children. Report of the Medical inspection bureau in cooperation with National committee for the prevention of blindness, New York state commission for the blind, Jamestown board of education. Prepared under the direction of Emily A. Pratt. Albany, The University of the state of New York press, 1926. 26 p. 8°. (University of the state of New York bulletin no. 847, March 1, 1926)

### PHYSICAL TRAINING.

**Bovard, John F. and Cozens, Frederick W.** Tests and measurements in physical education, 1861-1925; a treatment of the original sources with critical comment. [Eugene, Oreg., University of Oregon, 1926] 94 p. 8°. (On cover: University of Oregon publication. Sept., 1926. Physical education series, vol. 1, no. 1)

**Brown, Philip E., jr.** Accomplishing the values of physical education in the first year of high school. Bulletin of high points in the work of the high schools of New York City, 8: 13-16, September 1926.

**Johnson, George E.** Physical education and character. Playground, 20: 258-64, August 1926.

Address given at the annual convention of the American physical education association, Newark, N. J., May 13, 1926.

### PLAY AND RECREATION.

**Hadden, Gavin.** Stadium design. American physical education review, 31: 934-43, 1004-18, September, October 1926. illus., plans.

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**Lane, Caro, comp.** Play activities for children in orthopedic hospitals. American physical education review, 31: 946, 948-50, September 1926.

**Larson, Ruth H.** Putting the playground on a par. Educational review, 72: 93-98, September 1926.

Discusses the play activities directed by the bureau of recreations of the Chicago public schools. The program includes over 50 activities in the fields of music, art, gymnastics, craftwork, and civic interests.

**Lohmann, Karl B.** Construction and beautification of playgrounds and recreation fields. Playground, 20: 205-8, July 1926.

Discusses location, space requirements, buildings, surfacing, fences, equipment, pools, new ideas in equipment, planting, etc.

**McAlister, A. W.** The playground of the church-by-the-side-of-the-road. Playground, 20: 209-10, July 1926.

Describes a church playground, and its activities.

**Mahoney, Stephen H.** Principles in securing and retaining use of schools for recreation purposes. Playground, 20: 321-23, September 1926.

### SOCIAL ASPECTS OF EDUCATION.

**Etheridge, Tom H., jr.** Economic value of education. Texas outlook, 10: 14, 16, September 1926.

An address at the 1926 convention of the West Texas Chamber of Commerce at Amarillo.

**Locher, Harriet Hawley.** Making the neighborhood motion picture theater a community institution. Educational screen, 5: 397-401, 409, 457-60, September-October 1926.

## CHILD WELFARE.

**American child health association.** Transactions of the third annual meeting, Atlantic City, N. J., May 17-22, 1926. Part II. Papers read in the Health education section. New York City, National health congress, 1926. 101 p. 8°. (American health congress series, vol. III)

Contains: 1. L. J. Evans: The physician's way of securing the parents' cooperation, p. 3-9. 2. Florence H. M. Emory: The nurse's way of securing the parents' cooperation in school health work, p. 10-14. 3. Isabel P. Haggerty: How to secure the cooperation of the home, p. 15-21. 4. Winifred Rand: How public health nursing may contribute to the normal development of the child, p. 27-35. 5. Juliet Bell: Getting results in the elementary school, p. 39-49. 6. Edna Bailey: Observations in secondary schools, p. 50-57. 7. D. J. Kelly: Unifying the school health program, p. 58-70. 8. C. E. A. Winslow: The scientific aspect of school ventilation, p. 73-79. 9. J. R. McClure: School sanitation from the standpoint of the school administrator, p. 80-87. 10. Emeline S. Whitcomb: Lunch room facilities and their educational use, p. 88-92. 11. C. W. Hetherington: Play spaces as health education equipment, p. 93-101.

**Gesell, Arnold.** Normal growth as a public health concept. Public health nurse, 18: 394-99, July 1926.

Paper read at the Third annual meeting of the American child health association, American health congress, Atlantic City, May 19, 1926.

## MORAL EDUCATION.

**Durham, Frank A. and Durham, Kathleen B.** The moral standards of high school students. Indiana teacher, 71: 10-13, September 1926.

**Hartshorne, Hugh; May, Mark A. and Stidley, Leonard.** Testing the knowledge of right and wrong. Religious education, 21: 413-21, August 1926.

Third article of the series.

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**May, Mark A. and Hartshorne, Hugh.** Personality and character tests. Psychological bulletin, 23: 395-411, July 1926.

Includes bibliography.

**Wilde, Arthur H.** Moral preparation for college. Educational review, 72: 98-99, September 1926.

Says that character and moral purpose determine success in college more than high intelligence quotients.

**Wilson, H. B.** Character education. Childhood education, 3: 2-8, September 1926.

## RELIGIOUS AND CHURCH EDUCATION.

**Catholic educational association.** Commission on standardization. Department of colleges and secondary schools. Columbus, Ohio, Catholic educational association, 1926. 45 p. 8°. (Catholic educational association bulletin, vol. 22, no. 4, August 1926)

Summarizes the most recent decisions made by the Commission on standardization of the Catholic educational association.

**Johnson, George.** The nun in education. National Catholic welfare conference bulletin, 8: 8-9, August 1926.

Reprinted from The Commonwealth.

**Magill, Hugh S.** Can school and church cooperate in education? Federal council bulletin, 8: 19-20, September-October 1926.

**Mildred, Sister Mary.** Supervision in the Catholic elementary school. Glen Riddle, Pa., [1926] 170 p. 8°.

CONTENTS:—Introduction.—Chap. I. Necessity for supervision in the elementary school.—Chap. II. The supervising principal.—Chap. III. The community supervisor, or inspector.—Chap. IV. Practical aids in supervision.

**National Catholic welfare conference. Bureau of education. Directory of Catholic colleges and schools.** Comp. by Francis M. Crowley and Edward P. Dunne. Washington, D. C., National Catholic welfare conference, 1926. 540 p. 8°.

**Squires, Walter Albion.** Rural religious education. *Missionary review of the world*, 49: 687-91, September 1926.

Discusses some agencies for bringing religious nurture to the millions of America's spiritually neglected children.

**Thomas, David Edward.** The co-operative school of religion. *Religious education*, 21: 365-70, August 1926.

The article seeks to "set forth the organization, the advantages, and some of the further possibilities of one of the most significant of the newer types of religious education—the co-operative school of religion at tax-supported institutions."

### MANUAL AND VOCATIONAL TRAINING.

**Bennett, Charles Alpheus.** History of manual and industrial education up to 1870. Peoria, Ill., The Manual arts press [1926] 461 p. illus. 8°.

CONTENTS: Chap. I. Labor and learning before the Renaissance.—Chap. II. The relationship between things and thoughts.—Chap. III. Hand training a means of mental training.—Chap. IV. Handwork a fundamental means in education.—Chap. V. The Fellenberg Institution at Hofwyl.—Chap. VI. The followers of Pestalozzi and Fellenberg.—Chap. VII. Industrial schools for poor or delinquent children.—Chap. VIII. The development of school substitutes for apprenticeship.—Chap. IX. The mechanics' institute movement.—Chap. X. Higher technical education in relation to instruction in the manual arts.—Chap. XI. The development of art education in relation to industry.

**Eaton, Theodore H.** Education and vocations; principles and problems of vocational education. New York, John Wiley and sons, inc., 1926. vi, 300 p. 8°. (Books on education, ed. by A. K. Getman and C. E. Ladd)

Problems of vocations are considered from the standpoint of the individual, of the group of individuals organized for a particular purpose, and of economic society as a whole. The problems of education are considered from the standpoint of the basic principles of psychology and the laws of learning, the principles of economics and sociology, and the principles and practices of sound school administration.

**Roberts, W. E.** Woodwork in the junior high school. *Industrial education magazine*, 28: 70-73, 112-14, September-October 1926. illus.

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**Struck, F. T.** Developments in industrial arts education. *Industrial arts magazine*, 15: 301-3, September 1926.

Address before the Department of vocational education and practical arts, National education association, June 29, 1926.

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**Brewer, John M., and others.** Case studies in educational and vocational guidance. Boston, New York [etc.] Ginn and company [1926] xxiv, 243 p. 12°.

A series of concrete problems involving educational and vocational guidance and adjustment is presented in this volume for the use of college and university classes and other students of education.

**Freyd, Max.** Selection of promotion salesmen. *Journal of personnel research*, 5: 142-56, August 1926. diagra.

**Schmidt, H. W.** A study of vocational trends among high school students. *Industrial-arts magazine*, 15: 307-9, September 1926.

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**Carroll, Mollie Ray.** The right of the worker to education. *American federationist*, 33:810-14, July 1926.

Defines the right of the worker as "the opportunity from childhood to obtain the essential raw materials which make possible acquisition of knowledge with the least amount of waste energy."

**Clinton, Roy H.** Education of our apprentices. *American federationist*, 33:970-73, August 1926.

Describes the school known as the Bricklayers' apprentice technical school at Seattle, Wash.

**Tippett, Tom.** Workers' education among Illinois miners. *American federationist*, 33:1055-59, September 1926.

## AGRICULTURE.

**Mitchell, F. T.** The supervision of teachers in vocational agriculture. *Peabody journal of education*, 4:80-85, September 1926.

## HOME ECONOMICS.

**Adams, Mildred.** The whole family studies "Euthenics." *Woman citizen*, 11:5-7, 40, September 1926.

A Vassar experiment in the application of scientific knowledge and methods to the world's most traditional job, homemaking.

**Coss, Millicent M.** Practical suggestions for short courses in clothing selection. *Journal of home economics*, 18:436-40, August 1926.

**A Food store project.** By an American food journal staff member. *American food journal*, 21:333, July 1926.

"Teachers desirous of learning more about the model store may address Charles L. Holt, National biscuit company, 85 Ninth Avenue, New York City."

**Owen, Lucile.** Humanizing home economics. *American food journal*, 21:330-33, July 1926. illus.

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**Demos, Raphael.** Education and business. *Yale review*, 15:725-34, July 1926.

Says that the universities should present the conception of business as an instrument of social service.

**Dobbins, William F.** Clerical test scores and schooling. An insurance company's experience. *Journal of personnel research*, 5:83-96, July 1926.

Reprinted.

A description of the mental examination adopted by the Metropolitan life insurance company in 1919, together with scoring instructions, norms and comparisons of the performance of men and women and of groups with different educational backgrounds.

**Elton, J. F.** Modern training for modern business: some co-ordinating elements. *American penman*, 43:346-47, July 1926.

**Glass, James M.** Commercial education in the junior high school. *Commercial teacher*, 1:3-4, 26-27, August 1926.

**Shields, Harold G.** Oral commercial English. *American shorthand teacher*, 7:3-5, September 1926.

## PROFESSIONAL EDUCATION.

## GENERAL.

**Cowdery, Karl M.** Measurement of professional attitudes. Differences between lawyers, physicians, and engineers. *Journal of personnel research*, 5:131-41, August 1926. tables, diagrs.

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**American medical association. Council on medical education and hospitals.** Choice of a medical school. Chicago, American medical association, 1926. 30 p. 12°.

CONTENTS:—Choice of a medical school.—Essentials of an acceptable medical college.—Classification of medical colleges.—Entrance requirements of medical colleges.—Scholarships in medical schools.—Loan funds.—Hospital intern year.—State requirements of preliminary education.—Table 1, Giving tuition fees and other detailed information regarding medical colleges.—Table 2, Showing in what states degrees granted by certain medical colleges are not recognized as an acceptable qualification for the license.

—————. Medical education in the United States for 1926. *Journal of the American medical association*, 87: 565-90, August 21, 1926.

—————. Report of the Council on medical education and hospitals of the American medical association to the House of Delegates. April 19, 1926. 12 p. 12°.

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—————. Tentative list of approved colleges of arts and sciences compiled by the Council on medical education and hospitals of the American medical association. Revised to May 15, 1926. Chicago, American medical association, 1926. 23 p. 12°.

**Capen, Samuel P.** Premedical education. *Bulletin of the Association of American medical colleges*, 1: 4-9, July 1926.

The writer is convinced of the necessity of improving, or largely recasting the premedical curriculum as soon as universities are free to go at the task.

**Cleveland, Mather.** A new type of examination for medical students. *Journal of the American medical association*, 87: 550-54, August 21, 1926.

Discusses the advantages of the comprehensive objective type of examination.

**Waite, Frederick C.** Biologic preparation for study of medicine and dentistry. *Journal of the American medical association*, 87: 536-39, August 21, 1926.

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**McCune, Gladys.** The teaching of medical nursing. *American journal of nursing*, 26: 705-10, September 1926.

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**Talley, Charlotte.** Lesson plans in ethics for nursing schools. *Trained nurse and hospital review*, 77: 273-79, September 1926.

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**Hammond, H. P.** Summary of the fact-gathering stages of the investigation of engineering education. *Journal of engineering education*, 17: 52-82, September 1926.

**Society for the promotion of engineering education. Board of investigation.** Preliminary report on engineering education. *Journal of engineering education*, n. s. 16: 22-51, September 1926.

See also "Summary of the fact-gathering stages of the investigation of engineering education," by H. P. Hammond (p. 52-82); "Engineering students at time of entrance to college" (p. 83-114); and "Admissions and eliminations of engineering students" (p. 115-46) contained in *Journal of engineering education*, for September 1926.

**Topping, Victor and Dempsey, S. James.** Transportation. A survey of current methods of study and research and experimentation. New Haven, Conn., Privately printed for the Committee on transportation, 1926. 179 p. 8°.

A summary of the results of a field investigation into the present status of transportation study and research as disclosed by an examination of typical schools, colleges, universities, and research institutes, as well as of corporate, public, and governmental agencies concerned with transportation. Prepared for use of the committee on transportation of Yale university.

### CIVIC EDUCATION.

**McAndrew, William.** The Declaration and the schools. Journal of education, 104: 64-67, July 15, 1926.

**Webster, Hanson Hart.** Let us study the Constitution. Journal of education, 104: 106-8, August 16, 1926.

The author has prepared A Hundred up-to-date questions upon the Constitution, which teachers may obtain from the author at 2 Park Street, Boston.

### MILITARY EDUCATION.

**Ginsburgh, Robert.** West Point today. Current history, 24: 564-69, July 1926.

### EDUCATION OF WOMEN.

**American association of university women.** Self help for women college students. Prepared under the auspices of the College club of St. Louis (St. Louis branch of the American association of university women) Compiled by Clara Meltzer Auer, Caroline Steinbreider Emanuel, and Helen Treadway Graham. Washington, American association of university women, 1926. 84 p. 8°.

A study of the various ways of earning, the amount paid, the rate in different institutions, etc.

**Richardson, Christine.** When the college doors opened to women. Social science, 1: 331-35, August-September-October 1926.

**Scott, Nancy E.** The effects of the higher education of women upon the home. American journal of sociology, 32: 257-63, September 1926.

Argues that education heightens, rather than diminishes, woman's interest in the home.

**Stimson, Dorothy.** A classification of deanships for women. School and society, 24: 98-101, July 24, 1926.

### NEGRO EDUCATION.

**Barrett, Jane P.** The Virginia Industrial school. Southern workman, 55: 353-61, August 1926.

History and activities of the school are given. Illustrated.

**Cools, G. Victor.** Negro education and low living standards. Educational review, 72: 102-7, September 1926.

Criticises the over-emphasis of professional education among negroes. Urges industrial training in order to build up a competent middle class among the negro race.

**The negro common school, Georgia.** Crisis, 32: 248-64, September 1926. tables. diagrs.

Gives the history, laws, expenditures, etc., regarding negro education in Georgia, to be followed by studies in other southern states.

## EDUCATION OF THE DEAF.

**American federation of organizations for the hard of hearing, inc.** Proceedings of the seventh annual meeting, Philadelphia, Pa., June 22, 23, 24, 25, 1926. *Volta review*, 28: 423-547, September 1926.

The entire number is devoted to the Proceedings of this organization.

———. **Committee on industrial research.** A study of occupations, training and placement of the adult deafened. By Valeria D. McDermott, chairman. Washington, The federation, 1925. 62 p. tables. 8°.

**Newhart, Horace.** Efforts toward prevention of deafness in school children. *Volta review*, 28: 440-49, September 1926.

Recommends periodic examinations to determine the acuteness of hearing of all school children. Presents charts used in various public schools to report cases of deafness.

**Survey of schools for the deaf.** *American annals of the deaf*, 71: 284-348, September 1926.

Continued from the March, 1926, issue of the *Annals*, p. 97-135. To be concluded.

**Wright, John Dutton.** Schools for the deaf in India. *Volta review*, 28: 348-55, July 1926. illus.

## EXCEPTIONAL CHILDREN.

**Hollingworth, Leta S.** Gifted children; their nature and nurture. New York, The Macmillan company, 1926. xxiv, 374 p. illus., tables, diagrs. 8°. (Experimental education series, ed. by M. V. O'Shea)

In this book Dr. Hollingworth presents the facts which have been ascertained regarding the frequency of gifted individuals in the whole group of children; the physical and mental traits exhibited by those who possess superior ability; how they are regarded by their associates and their teachers; and especially, what kind of educational régime seems best adapted to their powers and their needs.

## EDUCATION EXTENSION.

**National education association.** Department of adult education. Proceedings. . . Philadelphia meeting, June 27-July 2, 1926. *Interstate bulletin* (Capitol Station P. O. Box 10, Albany, N. Y.) 2: 5-44, September 1926.

Contains: 1. Miss Willia Lawson: The native illiterate—the progress and peculiar problems of his instruction, p. 5-9. 2. Read Lewis: The adult educational interests and activities of our foreign language organizations, p. 9-14. 3. Will Lou Gray: Training teachers in service and the enrolment problem, p. 14-18. 4. R. T. Hill: An articulated program in elementary adult education, p. 18-22. 5. R. C. Deming: Progress in adult education during the past year, p. 26-27.

**Alderman, Lewis R.** Aspects of adult education. *American educational digest*, 45: 497-98, July 1926.

Discusses the fight against illiteracy, economic loss, progressive decrease in the per cent of illiteracy, activities of the states, etc.

**Allen, B. M.** Continuation schools, evening institutes, and work schools. *Journal of education and School world* (London), 58: 579-81, August 2, 1926.

Part-time education in Great Britain described.

## LIBRARIES AND READING.

**American library association.** Libraries and adult education. Report of a study made by the American library association. Chicago, American library association, 1926. 284 p. 8°.

CONTENTS: Some aspects of adult education, p. 13-21. Information service regarding opportunities for adult education, p. 39-40. The library and rural adult education, p. 60-76. Reaching older boys and girls out of school, p. 111-22. Industrial workers, p. 123-43. University extension, 144-57. Institutional groups and the blind, p. 189-97. Reading courses and aids in their preparation, p. 249-66.

Committee on library extension. Library extension. A study of public library conditions and needs. Chicago, American library association, 1926. 163 p. diagrs. maps. 8°.

**Brown, Zaidee, ed.** Standard catalogue of high-school libraries; a selected list of 2,600 books chosen with the help of educators and school librarians, with added lists of pamphlets, maps, and pictures. Part 1—A. classified list with notes, a guide in selection. New York, The H. W. Wilson company, 1926. 9 p. l., 271 p. 8°.

As high-school libraries increase in numbers and in efficiency, they more and more require improved and up-to-date aids in book selection, a need which this standard catalogue is designed to meet.

**Fargo, Lucile F.** Youth and the news-stand. Child-welfare magazine, 21: 5-9, September 1926.

Denies the vulgar contents of periodicals sold to high school students by news-stands. The librarian of the North Central High School, Spokane, Wash., tells how one librarian helped to clean up the news-stands in a certain city.

**Fraser, Margaret.** The high school library. School (Toronto) 15: 13-15, September 1926.

Gives general suggestions.

**Getchell, Myron Warren.** The American library association and training for librarianship. Library journal, 51: 611-12, 770-74, July, September 15, 1926.

**Milam, Carl H.** Adult education and the library. American educational digest, 46: 16-17, 45, September 1926.

A discussion by the secretary of the American library association of the subjects of the library's appeal, meeting individual requirements, aggressive work recommended, humanizing literature, etc.

**National committee for the study of juvenile reading.** A plan for extension education through recreational reading. New York, N. Y., 1 Madison Avenue, 1926. 27 p. 8°.

**Public libraries in Latin American countries.** Bulletin of the Pan-American union, 60: 651-64, July 1926. illus.

Contains: 1. Augusto Eyquem: Libraries in South America, p. 651-59. 2. Juana Manrique de Lara: Library work in Mexico, p. 659-64.

**Snead, Annie E.** The establishment of high school libraries. Virginia teacher, 7: 195-99, July 1926.

**Utley, George Burwell.** Fifty years of the American library association. Chicago, American library association, 1926. 29 p. 8°.

## BUREAU OF EDUCATION: RECENT PUBLICATIONS.

A course of study for United States schools for natives of Alaska. Prepared under the direction of the Commissioner of Education. Washington, Government printing office, 1926. 101 p. 8°.



- Expenditures of state universities and state colleges, 1924-25.** By Walter Greenleaf. Washington, Government printing office, 1926. 7 p. 8°. (Higher education circular, no. 32, September 1926)
- Improvement of instruction in rural schools through professional supervision.** Abstracts of addresses delivered at the first conference of supervisors of the Southeastern States, held at Nashville, Tenn., December 14 and 15, 1925. Prepared in the Division of Rural Education, Katherine M. Cook, chief. Washington, Government printing office, 1926. 54 p. 8°. (Bulletin, 1926, no. 12)
- The kindergarten in certain city school surveys.** By Mary G. Waite. Washington, Government printing office, 1926. 44 p. 8°. (Bulletin, 1926, no. 13)
- Pay status of absent teachers and pay of substitute teachers.** Washington, Government printing office, 1926. 14 p. 8°. (City school leaflet, no. 21, April 1926)
- Publications available September, 1926.** Washington, Government printing office, 1926. 24 p. 8°.
- Relating foreman programs to the program for vocational education.** By Mark M. Proffitt. Washington, Government printing office, 1926. 6 p. 8°. (Industrial education circular, no. 25, July 1926)
- Time allotment to manual arts work.** By Maris M. Proffitt. Washington, Government printing office, 1926. 10 p. 8°. (Industrial education circular, no. 26, July 1926)







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DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

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BULLETIN, 1927, No. 2

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RECORD  
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## NOTE

The following pages contain a classified and annotated list of current educational publications received by the library of the Bureau of Education to January 1, 1927. The last preceding list in this series of records was issued as Bulletin, 1926, No. 21, and comprised publications received by the Bureau of Education to October 1, 1926.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

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## EDUCATIONAL HISTORY AND BIOGRAPHY

**Burnham, William H.** Great teachers and mental health; a study of seven educational hygienists. New York, London, D. Appleton and company [1926] xiii, 351 p. 12°.

This book discusses the contributions to education and mental hygiene made by Socrates, Jesus, Roger Bacon, Vittorino da Feltre, Trotsendorf, Comenius, and G. Stanley Hall.

**Butler, Nicholas Murray.** Stand Columbia, Alma mater. Columbia alumni news, 18: 219-22, December 17, 1926. illus.

Address before the Men's faculty club.

Charles William Elliot and the Institute. *Technology review*, 29: 27-28, November 1926.

"A side light on the little-known relationship between the founder of *Technology* and the late President-emeritus of Harvard."

Durant, Will. *The story of philosophy; the lives and opinions of the greater philosophers*. New York, Simon and Schuster, 1926. xiii, 589 p. front. (port.) ports. 8°.

Not a complete history of philosophy, but an attempt to humanize knowledge by centering the story of speculative thought around certain dominant personalities, extending in time from Socrates and Plato to John Dewey.

Goodspeed, Thomas W. Alblon Woodbury Small. *University record* (Chicago) 12: 240-65, October 1926.

Historical sketch of Dr. Small.

Gwynn, Aubrey. *Roman education from Cicero to Quintilian*. Oxford, Clarendon press, 1926. 260 p. 8°.

Hine, Elizabeth Moston. Horace Mann. 1796-1859. *New York State education*, 14: 248-53, December 1926.

Includes the biographical sketch, a chronological list of works, and a selection of quotations from the subject of the sketch.

Overman, William Daniel. *The origin and development of the high school in Ohio*. *Ohio teacher*, 47: 62-64, 102-104, October, November 1926.

Peabody, Francis G. Charles William Elliot. *Harvard graduates' magazine*, 35: 239-51, December 1926.

State normal school, Framingham, Mass. *Committee of the Alumnae association*. *The first state normal school in America; the journals of Cyrus Peirce and Mary Swift*. With an introduction by Arthur O. Norton. Cambridge, Harvard university press; London, H. Milford, Oxford university press, 1926. lvi, 299 p. front., plates. 8°. (Half-title: *Harvard documents in the history of education*, pub. under the direction of the graduate school of education, vol. I)

Walker, Helen Martin. *Development of state support and control of education in Connecticut*. Hartford, Conn., State board of education, 1926. 74 p. 8°. (Connecticut. State board of education. *Bulletin* 4. Series 1925-26)

An abstract of a dissertation presented by the author to the faculty of the graduate school of Yale university for the Ph. D. degree in June, 1925. It sketches the subject from 1639 to 1923.

Whittemore, L. D. "The day before yesterday." *Personal recollections of educational progress in Kansas*. *Kansas teacher*, 23: 7-10, November 1926.

Wright, David Sands. *Fifty years at the Teachers college; historical and personal reminiscences*. Illustrated souvenir edition 1876-1926. Cedar Falls, Ia., Iowa state teachers college [1926] 263 p. 8°.

## CURRENT EDUCATIONAL CONDITIONS

### GENERAL AND UNITED STATES

Arkansas education association. *Proceedings of the fifty-eighth annual convention*, November 11-13, 1926, Little Rock, Arkansas. *Journal of Arkansas education*, 5: 14-29, December 1926.

**Georgia education association.** Proceedings and addresses. Sixty-first annual meeting, Macon, Ga., April 14-18, 1926. Forsyth, Ga., Georgia education association, 1926. 100 p. 8°. (Bulletin, vol. lli, no. 1, August 1926)

**National education association of the United States.** Proceedings of the sixty-fourth annual meeting, Philadelphia, Pa., June 27-July 2, 1926. Washington, D. C., National education association, 1926. 1208 p. 8°.

Contains: 1. William McAndrew: The Declaration and the schools, p. 50-55. 2. Mary McSkimmon: The challenge of childhood, p. 56-64. 3. F. G. Blair: Legislation in the interest of childhood, p. 99-105. 4. R. L. Cooley: Industry's interest in the education of the child, p. 106-10. 5. Angelo Patri: The children of today, p. 123-28. 6. Brooks Fletcher: The tragedy of misunderstood youth, p. 128-34. 7. R. J. Condon: The final test of the American school's success, p. 134-42. 8. John J. Tigert: The schools of tomorrow, p. 157-60. 9. F. M. Hunter: Teacher tenure in the United States, p. 202-20. 10. Joseph Rosier: Report of the committee on standards, requirements and credits of teachers in the service, p. 223-30. 11. E. S. Evenden: Criteria for the construction of teachers college curricula, p. 285-98. 12. V. A. C. Henmon: Preliminary report on extension activities in colleges and universities, p. 296-301. 13. Miss Wille Lawson: The native illiterate—the progress and peculiar problems in his instruction, p. 331-34. 14. R. T. Hill: An articulated program in elementary adult education, p. 344-48. 15. Joseph Rosier: How the classroom teacher is meeting the needs of the child through teacher preparation, p. 395-401. 16. Milton Fairchild: Character education, p. 401-406. 17. Anna M. Thompson: The single salary schedule, p. 412-18. 18. Helen Sandison: What should be determining factors in requirements for admission to college examinations, p. 427-30. 19. Carrie M. Probst: The consideration given to school recommendations for admission to Goucher college, p. 431-38. 20. Raymond Walters: The personal interview as one basis for admission to college, p. 439-43. 21. Margaret M. Alltucker: The high school dean—her varied opportunity for service, p. 443-47. 22. Abby P. Leland: The value of an experimental school, p. 471-74. 23. J. C. Morrison: What elementary school principals do—one day with fifty-three principals, p. 476-82. 24. J. K. Norton: The elementary school principal and research, p. 483-88. 25. W. F. Webster: A single salary schedule for principals, p. 488-93. 26. Harriet M. Johnson: The education of the nursery school child, p. 499-505. 27. Abigail A. Elliot: Parents and the nursery school, p. 506-12. 28. Patty S. Hill: The education of the nursery school teacher, p. 512-17. 29. F. B. Haas: Rural education in the state program, p. 547-50. 30. U. J. Hoffman: The one-teacher school—special features—organization and procedure, p. 557-63. 31. J. H. Logan: The state and the rural school, p. 583-88. 32. C. W. Hetherington: The needs of physical education, p. 603-15. 33. G. W. Mueller: Public school health and physical education, p. 615-20. 34. C. V. Courter: Practical procedure in character education in high schools, p. 639-43. 35. A. J. Stoddard: The individual method, p. 648-52. 36. Thomas Diamond: Relationships between the training of foreman and city program for vocational education, p. 967-74. 37. M. M. Proffitt: Relating foreman training programs to the program of vocational education in a city system, p. 974-77.

The Proceedings of the Department of Superintendence and the American Association of Teachers Colleges, which are contained in this volume, have been issued separately, and are mentioned in this Record as such.

**Ohio state educational conference.** Proceedings of the sixth annual session . . . Columbus, Ohio, April 8-10, 1926. Columbus, Ohio, Ohio state university, 1926. 465 p. 8°. (Ohio state university bulletin, vol. 31, no. 2, April 15, 1926.)

Keynote: Training for teaching.

Contains: 1. W. C. Bagley: Education and crime in Europe and America, p. 3-18. 2. W. A. Jessup: Education and the changing world, p. 19-28. 3. G. C. Myers: The tragedy of errors, p. 50-59. 4. H. H. Goddard: A case of dual personality and its significance for education, p. 60-71. 5. W. G. Reeder: Status of school budgeting and financial accounting in Ohio, p. 92-98. 6. Edward Ryncarson: The need of guidance in the commercial department, p. 119-26. 7. Katherine M. Cook: Instructional aspects of effective supervision, p. 130-32. 8. A. G. Yawberg: Supervisory program for the Cuyahoga county public schools, p. 132-46. 9. V. A. C. Henmon: Achievement tests in modern languages, p. 167-75. 10. W. C. Bagley:



Curriculum-theories of elementary education as related to the training of teachers, p. 193-201. 11. J. B. Edmonson: Efficiency in classroom procedure, p. 208-19. 12. H. R. Townsend: Our high-school athletics—how they may be improved, p. 224-32. 13. E. Marion Johnson: Making better high-school papers, p. 267-78. 14. Edward Rynearson: The chief function of the junior high school, p. 280-86. 15. Alice Temple: The place of the kindergarten in the elementary school, p. 291-98. 16. V. A. C. Henmon: The modern-language study and its problems, p. 319-28. 17. P. W. Dykema: Significant tendencies in present-day music education, p. 335-45. 18. E. D. Starbuck: Home influences in the development of character, p. 380-89. 19. J. F. Williams: Professional training in the education of teachers of physical education, p. 392-99. 20. E. D. Starbuck: Some fundamental principles underlying religious education, p. 417-25. 21. H. H. Young: Diagnostic teaching in special classes, p. 427-35. 22. W. C. Bagley: Standards for teacher-training institution, p. 440-46.

**Pennsylvania. University. Schoolmen's week. Thirteenth annual proceedings, March 24-27, 1926. Philadelphia, Pa., Published by the University, 1926. 499 p. 8°.**

Contains: 1. E. M. Haig: The unimportance of taxation in the financing of public education, p. 16-21. 2. E. E. Stosson: Changing mind of man—A survey of post-bellum tendencies in thought and life, p. 30-43. 3. W. C. Bagley: Education and crime in Europe and America, p. 48-58. 4. W. H. Holmes: The aim of individualized instruction in the Mount Vernon schools, p. 80-85. 5. S. J. Slawson: The application of individual instruction in public school conditions, p. 85-92. 6. Angela M. Broening: How should instruction be individualized? p. 93-100. 7. George Mark: Failures in high school subjects, p. 127-31. 8. W. A. Yeager: Analysis of the causes of failures in a typical high school, p. 131-46. 9. L. P. Slade: Remedial measures for high school failures, p. 146-51. 10. Lucy L. W. Wilson: Effect of individualized instruction on the administration of the school, p. 157-63. 11. H. R. Omwake: Plans in operation for the adjustment of the college student, p. 172-75. 12. H. O. Toops: Next steps in scientific vocational guidance, p. 198-205. 13. J. Y. Shambach: Professionalising the attendance officer—the outlook, p. 261-68. 14. F. B. Haas: Financial trends in major educational items, p. 325-34. 15. Sara C. Evans: Teaching the use of books and library tools to the senior high school, p. 342-46.

**Arkansas. Department of public instruction. Four years with the public schools in Arkansas, 1923-1927. A. B. Hill, state superintendent. [Ft. Smith, Ark., Calvert-McBride printing co., 1926.] 746 p. illus., plans, diagrs. 8°. (Bulletin no. 1-16)**

CONTENTS: From the beginning.—Who controls the schools?—Who is your teacher.—Suppose you couldn't read?—A solid foundation.—A library in reach of all.—Bigger units, better schools.—A place to work, a place to play.—Opportunity knocks again.—A high school in reach of every boy and girl.—Vocational agriculture and home economics.—Financial support of education in Arkansas.—From six to twenty-one.—Outside the city limits.—"Me too."—Summary of work of the different divisions.

**Buckingham, B. B. The greatest waste in education. School and society, 24: 653-58, November 27, 1926.**

Says: "The greatest waste—in fact, the great, useless expenditure of time, money and energy—lies not in what happens in school or college or university, but rather in what happens after the student has been graduated from the institution."

**Collins, Chapin. A political crisis in education. Nation, 123: 445-46, November 1926.**

Discusses the dismissal of Dr. Suzsallo from the presidency of the University of Washington.

**Columbia university. Teachers college. Institute of educational research. Division of field studies. . . . Report of the survey of the schools of the town of Hammonton, New Jersey. School year 1925-1926. George D. Strayer, director. New York city, Bureau of publications, Teachers college, Columbia university, 1926. xii, 182 p. incl. diagrs. 8°. (School survey series)**

**Columbia university. Teachers college. International institute. Educational yearbook, 1925, ed. by I. L. Kandel. New York, The Macmillan company, 1926. xvi, 583 p. 8°. (Second Educational yearbook)**

After an introduction by Dr. Kandel, Part I describes educational developments in 15 nations, including America, and Part II discusses the problems of the elementary school curriculum in England, Germany, and the United States.

————— A survey of the public educational system of Porto Rico. Made under the direction of the International institute of Teachers college, Columbia university; authorized by the University of Porto Rico. New York city, Teachers college, Columbia university, 1926. x, 453 p. front. (map), tables, diags. (partly fold.) 8°. (Studies of the International institute of Teachers college, Columbia university, no. 8)

**Engelhardt, Fred. Survey report Lake Crystal public schools, Lake Crystal, Minnesota. Minneapolis, Minn., 1926. 100 p. 8°. (Bulletin of University of Minnesota. vol. xxix, no. 5. February 2, 1926. College of education. Educational monograph no. 10)**

**Hart, F. W. and Peterson, L. H. A survey of the educational program, organization and administration, school finances and schoolhousing, of Vallejo, California. [Vallejo, Calif., Board of education, 1926] vii, 110 p. illus., tables, diags. 4°.**

Pages partly mimeographed and partly printed, and on one side of the leaf only. Professors F. W. Hart and L. H. Peterson, of the University of California, directed the survey.

**Hart, Joseph K. Our American educational problem. American teacher, 11: 3-5, October 1926.**

Says: "The American problem of education is that of enlarging the mental life of the community, adults, teachers, and finally children, alike and inclusively."

**Newman, H. H., ed. The nature of the world and of man, by W. C. Allee, G. W. Bartelmez, J. H. Brets, A. J. Carlson, R. T. Chamberlin, F. C. Cole, M. C. Coulter, H. C. Cowles, E. R. Downing, E. O. Jordan, C. H. Judd, H. B. Lemon, F. R. Moulton, H. H. Newman, A. S. Romer, and J. Stieglitz. Chicago, Ill., The University of Chicago press [1926] xxiv, 566 p. plates, tables, diags. 8°.**

The subject matter of a "survey course" given each year at the University of Chicago to a group of selected first-year students of superior intelligence, is comprised in this volume. The purpose of this book is to present an outline of our knowledge of the physical and the biological world, and to show the position of man in the universe in which he lives.

**A review of educational emphasis. Educational review, 72: 155-57, October 1926.**

The opinion of a number of educators on the most important educational trends in the last academic year.

**Roadthaler, J. A. "It is always morning at Mooseheart." National republic, 14: 12-13, 52, 63, December 1926. illus.**

A description of the national children's home and school at Mooseheart, Ill.

**Some thoughts on illiteracy (Editorial) High school quarterly, 15: 1-8, October 1926. tables, maps.**

A study of illiteracy in Georgia.

**Texas educational survey commission. Report to the governor and the fortieth legislature, including proposed legislative measures. Texas outlook, 10: 8-12, 18, 20, 22-23, 25-28, December 1926.**

Pat M. Neff was chairman of the commission, and Tom Finty, jr., secretary.

## FOREIGN COUNTRIES

*Canada*

Canada. Dominion bureau of statistics. Illiteracy and school attendance in Canada. A study of the census of 1921, with supplementary data. Ottawa, F. A. Acland, 1926. 147 p. 8°.

*Latin America*

Dewey, John. Mexico's educational renaissance. *New republic*, 48: 116-18, September 22, 1926.

Torre, Haya de la. The student movement of Latin America. *Bulletin of the Pan American union*, 60: 1105-8, November 1926.

*Europe*

Salverda de Grave, J. J. and Staff, Erik. . . . L'enseignement du Français en Hollande et en Suède. Paris, Société d'édition "Les Belles lettres." 1926. 51 p. 12°. (Études françaises fondées sur l'initiative de la Société des professeurs français en Amérique)

Washburne, Carleton Wolsey. *New schools in the Old world*, by Carleton Washburne in collaboration with Myron M. Stearns. New York, The John Day company, 1926. xvi, 174 p., 1 l. 12°.

CONTENTS.—Modern lights in ancient halls—Oundle.—The school from which the Dalton plan spread—the Girls' secondary school, Streatham Hill.—An old "new school" that is still young—Bedales.—Babes who teach themselves—the Marborough infants' school, L. C. C.—Freeing mill drudges—O'Neill at Kearsley.—A glimpse of Decroly's work in Belgium.—The Humanitarian school in Holland.—Cooperative learning—Cousinet's experiment in France.—A "new school" in Switzerland—Glarisegg.—Schools that dare to give children complete freedom—Hamburg.—An orphan's paradise in Czechoslovakia.—Crippled children who learn by earning—Bakule's school in Prague.

Whitcomb, Fred C. *Industrial education in Europe*. I. London: aims and results. *Industrial education magazine*, 28: 148-52, November 1926. illus.

*Great Britain*

Barker, W. R. *The superannuation of teachers in England and Wales to which is appended the Burnham salary scales*. London, New York, Longmans, Green and co., ltd., 1926. viii, 245 p. 12°.

Campagnac, E. T. *Modern universities*. *Journal of education and School world* (London) 58: 791-93, November 1926.

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**Williams, L. A.** Secondary school organization in England. High school journal, 9: 103-6, 122, November-December 1926.

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**Van Orden, Frederick M. L.** The reorganization of the German educational system; its significance to our reorganization of the secondary schools. California quarterly of secondary education, 2: 34-37, October 1926.

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**Haeseler, John A.** The cinema in international education. *Educational screen*, 5: 531-34, December 1923.

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**Bizzell, William Bennett.** Education and the useful life. *School and society*, 24: 561-67, November 6, 1923.

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This treatise gives directions by following which a person may learn to work at all his tasks in the most effective and economical way. It is a text for the use of students in orientation and other similar classes, for teachers in charge of courses in supervised study, and for workers in business and industry who seek to increase their personal efficiency in schools or study clubs.

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**Clapp, Frank L. and Risk, Thomas M.** Better teaching; a handbook for teachers and supervisors. New York, Boston [etc.] Silver Burdett and company [1923] iv, 53 p. 8°.

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**Stone, Charles A. and Minahan, Marguerite C.** *Three essential factors in a classroom technique.* *Catholic school journal, 26: 305-6, 320, December 1926.*

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**Strachan, Lexie.** Distribution of intelligence quotients of twenty-two thousand primary-school children. *Journal of educational research*, 14: 169-77, October 1926. tables.



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**Duggan, M. L. and Duggan, Sarah M.** Tests and measurements. Georgia state school items, 3: 3-19, November 1926. tables.

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**Freeman, Frank N.** Mental tests; their history, principles, and applications. Boston, New York [etc.] Houghton Mifflin company [1926] x, 503 p. tables, diagrs. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

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**Jones, Arthur J.** Education and the individual. Principles of education from the psychological standpoint. New York, The Century co. [1926] xiv, 225 p. tables, diagrs. 8°. (The Century education series)

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## SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

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- Lehman, Harvey C. and Witty, Paul A.** A technique for obtaining group projects. *Journal of educational method*, 6: 49-52, October 1926.
- Moore, C. D.** A critical evaluation of the project method. *Ohio teacher*, 47: 169-71, December 1926.
- Rice, Winfield L.** A project in faculty meetings. *Bulletin of high points in the work of the high schools of New York city*, 8: 10-13, December 1926.
- Spielman, Leona.** The project method in education. *North central association quarterly*, 1: 378-85, December 1926.
- Thinks that at no time in the life of the pupil is such motivation as necessary as in the junior high school period.

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**Hamilton, George E.** How to use stenographs and lantern slides. *Educational screen*, 5: 525-29, November 1926.

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**Jordan, B. H.** Visual instruction and classroom instruction. *American educational digest*, 46: 156-58, December 1926.

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**Ohio. Department of education.** Visual instruction bulletin. Prepared by B. A. Aughinbaugh . . . Columbus, Ohio, The F. J. Heer printing co., 1926. 70 p. illus. 8°.

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**Wilbur, Howard.** The status of the use of visual aids in the intermediate school. *Educational screen*, 5: 517-24, November 1926.

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Describes an adaptation of the Dalton plan to the needs of the South Philadelphia high school for girls.

**Gougoltz, E. Tatiane.** French on the Dalton plan. *School and home*, 10: 24-28, November 1926.

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#### PLATOON SCHOOL

**Geisser, Lillie J.** The auditorium period in Newark's platoon schools. *Newark school bulletin*, 7: 55-58, November 1926.

On pages 59-61, a few interesting programs are suggested for this period.

**Hall, Charles D.** Platoon school—use of auditorium period. *Colorado school journal*, 42: 54, 56, 58, 60, November 1926.

#### RADIO IN EDUCATION

**Glenn, Earl R. and Herr, L. A.** Curriculum studies on the place of radio in school science and industrial arts. [n. p., 1926] 59 p. illus. 8°.

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Mr. R. R. Smith is chairman of the committee and the other members are Mr. R. L. Sandwick and Mr. E. J. Tobin.

#### SPECIAL SUBJECTS OF CURRICULUM

##### READING

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A study of New York in its early stage.

**Gates, Arthur I.** The Gates primary reading tests—their uses in measurement, diagnosis, and remedial instruction. *Teachers college record*, 28: 146-78, October 1926. illus.

Both oral and silent reading are studied.

**Good, Carter V.** The effect of mental-set or attitude on the reading performance of high school pupils. *Journal of educational research*, 14: 178-86, October 1926.

**Hincks, Elizabeth M.** . . . Disability in reading and its relation to personality. Cambridge, Harvard university press, 1926. 2 p. l., 92 p. plate. 8°. (Harvard monographs in education. Whole no. 7. Series I, vol. II. no. 2)

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**Miles, Dudley H.** Can the high-school pupil improve his reading ability? *Journal of educational research*, 14: 88-98, September 1926. 4'

**Neal, Elma A. and Foster, Inez.** A program of silent reading. *Elementary school journal*, 27: 275-80, December 1926.

Discusses silent reading in the public schools of San Antonio, Texas.

**Stone, Clarence R.** Silent and oral reading; a practical handbook of methods based on the most recent scientific investigations. Rev. and enlg. ed. Boston, New York [etc.] Houghton Mifflin company [1926] xx, 332 p. 12°.

##### SPELLING

**Alltucker, Margaret M.** Improving spelling through research. *Journal of the National education association*, 15: 271-72, December 1926. illus.

## ENGLISH AND COMPOSITION

**Fries, Charles Carpenter, and others.** The teaching of literature; by Charles Carpenter Fries, James Holly Hanford, Harrison Ross Steeves. New York [etc.] Silver, Burdett and company [1926] v, 172, x p. 12°.

Discusses in comprehensive form the aims to be attained in the teaching of literature as an instrument of liberal culture, and the basic methods that may be used to realize these aims, with specific application to the problems of English teaching in junior and senior high schools.

**Good, John W.** What can the colleges do to aid in better appreciation of good English? Georgia education journal, 18: 9-11, December 1926.

**Green, Ward H.** Comprehension in high-school literature. English journal, 15: 765-72, December 1926. tables.

Study based on responses to a questionnaire sent to two hundred and eighty boys and girls in the senior year of thirty-one representative high schools.

**James, H. W.** A national survey of the grading of college freshmen composition. English journal, 15: 579-87, October 1926.

The technique employed is presented, the compositions used are quoted, and a summary of results is given, with constructive measures for remedying defective conditions.

**Kaufman, Paul, ed.** Points of view for college students. Garden City, N. Y., Doubleday, Page & company, 1926. xviii, 501 p. 8°.

A volume of readings for an orientation course in freshman English.

**Lapolla, Garibaldi M.** Report on an investigation of the problem "What is a failure in English?" Bulletin of high points in the work of the high schools of New York city, 8: 3-9, October 1926.

Gives the questionnaire sent to five high schools of the city, from which the report is made.

**Lehr, Cora.** English with a high I. Q. class. English journal, 15: 742-53, December 1926.

Study of an experimental junior high school in Cleveland, Ohio.

**MacPhail, Ruth C.** The correlation of high-school and college English. English journal, 15: 659-63, November 1926.

Says there are two major complaints which college instructors in English justly lodge against the high schools: students come to college with an inadequate literary background; and college freshmen are most deficient in both oral and written English.

**Nice, Margaret Morse.** On the size of vocabularies. American speech, 2: 1-7, October 1926.

Tables are presented giving the size of vocabularies of school children, also of high school and college students.

**Shepherd, J. W.** Lifting a state out of the mire of wretched English. Oklahoma teacher, 8: 5-6, October 1926. diags.

**Smith, Madorah Elizabeth.** . . . An investigation of the development of the sentence and the extent of vocabulary in young children. Iowa City, Ia., The University, 1926. 92 p. 8°. (University of Iowa studies. 1st ser. no. 109. May 15, 1926. Studies in child welfare, vol. III, no. 5)

**Stephens, Stephen De Witt.** English composition and individual instruction. English leaflet, 25: 2-13, December 1926.

**Weber, S. S.** Oral and written English. Journal of the Louisiana teachers' association, 4: 3-7, October 1926.

Webster, Edward Harlan. *The teaching of poetry*. *English journal*, 15: 587-99, October 1926.

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Eberhart, Thelma. *A study of annuals in Virginia colleges for women*. *Virginia teacher*, 7: 237-41, October 1926.

Gives the results of a study made of nine colleges for women in Virginia, based on a questionnaire, as to its bearing on the organization of staff, finances, price of book, number of pages of advertisements, faculty assistance, college credit, etc.

Miller, Carl G. *The high school newspaper*. I. What it should print? II. How to get work out of your editorial staff. *Scholastic*, 9: 8-9, 26, 12-13, September 18, October 2, 1926.

#### ANCIENT CLASSICS

Wilkie, J. B. *The intrinsic adolescent appeal in the study of Greek*. *Classical journal*, 22: 114-24, November 1926.

#### MODERN LANGUAGES

Chambers, Guy C. *Games for modern language classes*. *Modern language journal*, 11: 96-97, November 1926.

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Doyle, Henry Grattan, *comp.* *Doctors' degrees in modern foreign languages, 1925-26*. *Modern language journal*, 11: 38-40, October 1926.

Garcia, Eduardo C. *The administration of modern languages in city high schools of the United States*. *Modern language journal*, 11: 66-71, November 1926. tables.

Haller, Ralph W. *Informational material in the modern language syllabus*. *Modern language journal*, 11: 170-77, December 1926.

Address before the Modern language section of the Educational conference held at Bucknell university, November 5-6, 1926.

Heller, Otto. *The decline of foreign language teaching*. *School and society*, 24: 405-10, October 2, 1926.

Henmon, V. A. C. *The modern language study*. *Educational research bulletin (Los Angeles)* 6: 2-5, October 1926.

Pattee, Edith B. *Phonographic material for teaching foreign languages*. *High school (University of Oregon)*, 4: 26-27, October 1926.

Reesor, Elsie A. *Illustration as an aid in language teaching*. *School and home*, 10: 14-17, November 1926.

Sparkman, Colley F. *Recent tendencies in modern language teaching*. *Modern language forum*, 11: 7-11, October 1926.

This periodical is published by the Modern language association of Southern California, at Los Angeles.

## MATHEMATICS

**Clark, John B.** Mathematics in the junior high school. Teachers college record, 28: 360-73, December 1926.

The reader is supposed to be interested in considering the meaning and purposes of mathematics in the junior high school rather than in a detailed statement of a course of study in the subject.

**Driscoll, Anita.** A method of teaching arithmetic. Arithmetic in the first grade. Primary education-Popular educator, 44: 102-3, October 1926.

**Gugle, Marie.** Revision of college preparatory mathematics. Mathematics teacher, 19: 321-28, October 1926.

**Hassler, Jasper O.** Suggestions on conducting the recitation in geometry. Mathematics teacher, 19: 411-18, December 1926.

**Kircher, H. W.** Study of percentage in Grade VIII-A. Elementary school journal, 27: 281-89, December 1926.

Purpose of study was to investigate the extent to which children in the second half of the eighth grade understand percentage. Study made of 135 children in Sheboygan public schools, Wisconsin.

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**Monroe, Walter S.** Teacher's objectives. Parts 1-2. Catholic school interests, 5: 305-7, 349-50, November-December 1926.

To be concluded in January, 1927.

**Parkinson, B. L.** The professional growth of the school superintendent. Georgia education journal, 18: 5-8, 24, December 1926.

**Practical suggestions for teachers.** Journal of education, 104: 434-36, November 8, 1926.

A pamphlet with the above title was prepared by the elementary school principals of the Bronx, at the suggestion of Edward W. Stitt, assistant superintendent of schools, New York city. About 100 of the suggestions are given in the article above.

**Pryor, Hugh Clark.** Graded units in student-teaching. New York city, Columbia university, Teachers college, Bureau of publications, 1926. 114 p. 8°. (Columbia university. Teachers college. Contributions to education no. 202)

**Sheets, Grace.** Opportunities for professional advancement offered Louisiana teachers through the University extension division. Journal of the Louisiana teachers' association, 4: 29-31, November 1926.

"Six graduate credit hours, or one-half of the credits required for the master's degree may now be earned in the Louisiana state university through extension teaching . . ."

## TEACHERS' SALARIES AND PROFESSIONAL STATUS

**National league of teachers' associations.** Year book, 1926. 63 p. 8°. (Miss Myrtle U. Hooper, secretary-treasurer, 4038 Linden Hills Boulevard, Minneapolis, Minn.)

Contains: 1. Lucia Ketcham: Scholarship fund of Indianapolis grade teachers association, p. 23-25. 2. Amanda Kennedy: The type of council which functions best for the classroom teacher, p. 27-29. 3. H. B. Glover: Talk and report on a comparative study of the constitutions of state teacher organizations, p. 30-32. 4. Harriet E. Scofield: The American radio teacher, p. 35-38. 5. Albert M. Shaw: A practical plan for sabbatical leave, p. 40-43. 6. The single salary schedule, p. 44-49.

**Collings, Ellsworth.** A conduct scale for the measurement of teaching. Journal of educational method, 6: 97-103, November 1926. tables.

Describes the purpose of the scale, its content, use, value, etc.

**Collins, Jeanette M.** Are teachers human? English journal, 15: 609-15, October 1926.

**Costs and standards of living of Minneapolis teachers.** Monthly labor review, 23: 200-201, November 1926.

A report on a study made by Dr. Royal Meeker in the summer of 1926, at the request of the Central committee of teachers' associations of Minneapolis.

**Courtis, S. A.** Possibilities and potentialities in measuring the work of a principal. *American school board journal*, 73: 37-38, 135-36, December 1926.

Gives the basic problems in the measurement of a principal.

**Employing married women in the schools.** *American educational digest*, 46: 57-61, October 1926.

Some facts set forth taken from a study of the opinions of 954 school superintendents, representing every state. The results show that school executives are widely divided in both judgment and practice. Lists are given of school systems where married women are employed, and systems where they are not employed, etc.

**Gray, Dorothy P.** Teachers' unions in other countries. *American teacher*, 11: 5-7, 21, November 1926.

**Group life insurance for teachers.** *Mississippi educational advance*, 18: 72, December 1926.

An editorial by the editor of the periodical, W. N. Taylor.

**Hebb, Bertha Y.** Qualifications and pay of substitute teachers. *American school board journal*, 73: 51-52, October 1926. tables.

**Kidd, Donald M. and Clem, O. M.** The salaries of superintendents of schools and mayors in cities of 100,000 population and over. Part II. *American school board journal*, 73: 51-52, October 1926. tables.

**Koch, Harlan C.** The influence of experience and graduate training upon teachers' problems. *Educational research bulletin (Ohio state university)* 5: 353-57, November 17, 1926. tables.

**Miller, W. O.** Protecting the teaching force. *Pennsylvania gazette*, 25: 237-39, December 10, 1926.

The author thinks that members of faculty and their dependents should be safeguarded with life insurance against need in old age. Address delivered at the seventh annual meeting of the Association of university and college business officers of the Eastern states, Princeton, N. J., November 18-20, 1926.

**Moehlman, Arthur B.** Some considerations in building salary schedules. *Journal of educational research*, 14: 256-69, November 1926.

Gives the relationship between labor wages and teachers' salaries, etc.

**Morgan, Joy Elmer.** Education as a career. *Child welfare magazine*, 21: 128-29, November 1926.

Offers a short list "A few good references on education as a career."

**Myers, Alonzo F. and Beechel, Edith E.** Successful placement of teachers. *Educational administration and supervision*, 12: 596-602, December 1926.

Describes the work of the Bureau of appointments of Ohio University.

**Neighbours, Owen J., Ch.** Report of the Committee to study tenure. *Indiana teacher*, 71: 13-15, October 1926. tables.

The other members of the committee were Anna Sherwood, George W. McReynolds, and Albert Free.

**The proposed retirement plan for Montana.** Prepared by the Teachers' retirement law committee of the Montana education association. *Montana education*, 3: 5-8, November 1926.

**Rossman, John C.** Teacher sick benefit funds. *American school board journal*, 73: 36, December 1926.

Describes the plan used in Gary, Indiana.

**Schmidt, H. W.** Score card for teachers of manual arts to be used for self-rating or by supervisory authorities. *Industrial arts magazine*, 15: 381-84, 426-30, November-December 1926.

**Shaw, Reuben T.** A study of the adequacy and effectiveness of the Pennsylvania school employes' retirement system. Harrisburg, Pa., Pennsylvania state education association, 1926. xiii 159 p. diagsr. 8°.

Thesis (Ph. D.)—University of Pennsylvania, 1926.

**Spooner, Julia A.** Relation of the teacher to the school. National league of teachers' associations bulletin, 10: 31-39, November 1926.

**Webster, W. F.** A single salary schedule for principals. Journal of the Minnesota education association, 6: 16-19, September 1926.

**Woolley, Mary E.** Teaching as a profession. Vocational guidance magazine, 5: 97-100, December 1926.

Address at the Sixty-second convocation of the University of the State of New York, at Albany, October 29, 1926.

### HIGHER EDUCATION

**American association of collegiate registrars.** Proceedings of the fourteenth national convention, Minneapolis, April 13-15, 1926. Baltimore, The Johns Hopkins press, 1926. 258 p. 8°. (New series, vol. 2, no. 1, July 1926.) (J. G. Quick, secretary, University of Pittsburgh, Pittsburgh, Pa.)

Contains: 1. F. J. Kelly: Tendencies in higher education which affect the registrar, p. 19-32. 2. Josephine Morrow: The budget system in the registrar's office, p. 43-50. 3. J. R. Sage: Freshman mortality, p. 53-55; Discussion, p. 55-59. 4. F. L. Kerr: A brief study of grade distribution, p. 60-67; Discussion, p. 67-69. 5. R. M. West: Standardization of enrolment terminology, p. 73-83. 6. J. B. Johnston: Selection in higher education, p. 86-105. 7. G. F. Zook: The incorporation and accrediting of universities and colleges, p. 110-23. 8. Ira M. Smith: Methods of transferring credit, p. 123-32. 9. Alan Bright: A study of the college calendar, p. 133-48. 10. Lotus D. Coffman: The registrar: a profession, p. 154-66. 11. S. W. Canada: The relationship of the state university and junior colleges in Missouri, p. 191-98. 12. C. E. Friley: The development of the registrar, 1915-1925, p. 199-209. 13. H. H. Caldwell: Cooperation between registrars and fraternity officials, p. 217-26. 14. Esther A. Gaw: College grades: their use in the personnel office of Mills college, p. 227-35.

**American association of junior colleges.** Sixth annual meeting. . . Chicago, Ill., March 17-18, 1926. 93 p. 8°. (Doak S. Campbell, secretary-treasurer, Conway, Ark.)

Contains: 1. Sister M. Ignatius: The junior college—a two, four, or six year institution, p. 5-8. 2. Mary L. Marot: The junior college, a link between secondary and higher education, p. 8-15. 3. J. T. Davis: Overlapping of high school and college work by teachers and students in junior colleges, p. 16-23. 4. J. Adair Lyon: A study of the curricula of junior colleges as affecting their graduates entering four-year colleges, p. 28-32. 5. W. E. Harnish: Junior college athletes and athletics, p. 33-38. 6. G. F. Zook: The municipal university and the junior college, p. 46-50. 7. H. W. Prescott: The junior college from the standpoint of the university, p. 69-75.

**Association of alumni secretaries.** Report of the thirteenth annual conference. . . Columbus, Ohio, April 15-17, 1926. Ithaca, N. Y., Association of alumni secretaries, 1926. 238 p. 8°.

Contains: 1. The alumni magazine clinic. The women's magazines, p. 52-61. 2. General alumni magazines, p. 85. 3. Educational relations with alumni, by William J. Newlin, p. 87-93; by Harry A. Garfield, p. 95-99; by Clarence Cook Little, p. 101-106. 4. C. W. Kennedy: Alumni influence on athletics, p. 141-45. 5. J. L. Morrill: Alumni magazine covers and cover design, p. 167-82.

**Ohio college association.** Transactions . . . held at Columbus, Ohio, April 1-3, 1926. 47 p. 8°. (A. P. Rosselot, secretary, Westerville, Ohio.)

Contains: 1. L. V. Koos: The junior college movement, p. 5-9. 2. L. D. Hartson: The prognosis of academic ability at Oberlin, p. 12-18. 3. W. S. Guller: A comparative study of the predictive value of three group intelligence tests, p. 25-32. 4. Report of the committee on intelligence tests for entrance, p. 33-36.

**Angell, Robert C.** Student living conditions in Ann Arbor. II. A plan for residential colleges. *Michigan alumnus*, 23: 237-40, December 18, 1926.

**Aswell, Edward.** The students prescribe. *Forum*, 76: 712-18, November 1926.

A criticism of our educational system by the Student Council, Harvard university, set forth in their report on education, is commented on in the above article.

**Bartlett, Lester William.** State control of private incorporated institutions of higher education; as defined in decisions of the United States supreme court, laws of the states governing the incorporation of institutions of higher education, and charters of selected private colleges and universities. New York city, Columbia university, Teachers college, Bureau of publications, 1926. 95 p. 8° (Columbia university. Teachers college. Contributions to education, no. 207.)

**Bingham, Katharine Stetson.** The government under which we live. *Smith alumnæ quarterly*, 18: 32-35, November 1926.

The writer, who is the president of the Student government association, explains the ideals, principles, and latest developments of the system at Smith college.

**Burt, Struthers.** The "Four course plan" as a supplement to the preceptorial method. *Princeton alumni weekly*, 27: 339-43, 375-78, December 10, 17, 1926.

A series of three papers upon the Significance of Princeton's new adventure in undergraduate education.

To be concluded in the issue of January 14, 1927.

**Burton, Charles L.** Student government today. *Oberlin alumni magazine*, 23: 19-20, November 1926.

**Calkins, Marion C.** An emanation from Wisconsin. *Survey*, 57: 28-30, 57, October 1, 1926.

Discusses academic freedom and democracy in the University of Wisconsin.

**Clippinger, Walter G.** Student relationships; an orientation course for college freshmen and high school seniors. With an introduction by Frank Pierrepont Graves. New York, T. Nelson & sons [1926] xi, 145 p. 12°.

**Coffman, Lotus D.** New administrative adjustments. *American educational digest*, 46: 101-3, 128-29, November 1926.

Discusses the obligation of higher education, humanizing administration, super-attendance at colleges, etc.

— The University of Minnesota and state progress. *Minnesota chats*, 7: 3-11, October 1926.

Says that Cultivating the human crop is the state's highest ambition.

**College entrance examination board, New York.** Twenty-sixth annual report of the secretary, 1926. New York, Published by the Board [1926] 198 p. 8°.

**Crawford, C. C.** Some comparisons of freshman boys and girls. *School and society*, 24: 494-96, October 16, 1926. table.

**Edmunds, Charles K.** A half-century of Johns Hopkins; a fruitful fifty years at the Baltimore university. *American review of reviews*, 74: 525-33, November 1926.

Writer is former provost of Johns Hopkins university.

**Furst, Clyde and Maslen, Edythe.** Entrance to college in Massachusetts, the Middle Atlantic, and the Southern states. *Association of American colleges bulletin*, 12: 258-67, November 1926. tables, diagra.

**Headley, Leal A.** How to study in college. New York, Henry Holt and company [1926] x, 417 p. plates, diagra. 8°.

The suggestions presented in this book have been worked out in connection with a course in how to study, which has been given through seven consecutive years to freshmen in Carlton College, Northfield, Minn.

**Herbert, Paul A.** Educational reform in State universities. Education, 47: 193-205, December 1926.

Criticizes among other things the "too ambitious" programs of extra-curricula student activities; over-emphasis on athletics; duplication of effort between two institutions supported by the same State, etc.

**Hopkins, L. B.** Personnel procedure in education. Observations and conclusions resulting from visits to fourteen institutions of higher learning. Washington, D. C., American council on education [1926] 96 p. 8°. (The Education record supplement, no. 3, October 1926.)

The study is divided into 5 parts: I, Selection and matriculation, II, Personal service, III, Curriculum and teaching, IV, Research, and V, Coordination.

**An ideal college education.** The views of one who has studied under both English and American methods of instruction. Princeton alumni weekly, 27: 243-44, November 19, 1926.

Gives a letter from John A. Benn, Blunt House, Oxted, Surrey, October 30, 1926.

**Kirkpatrick, J. E.** The American college and its rulers. New York, New Republic inc., 1926. viii, 309 p. 12°.

**Langlie, T. A.** The administration of placement examinations. School and society, 24: 619-20, November 13, 1926. tables.

Discusses the Iowa university placement examinations given in 1924 to all freshmen in the colleges of engineering, architecture and chemistry two weeks after the beginning of classes, and in 1925, the same types of examination given to incoming freshmen before the beginning of classes.

**Little, Clarence C.** The disappearing personal touch in colleges. Scribner's magazine, 80: 465-71, November 1926.

**McClusky, F. Dean.** . . . The purpose and function of the division of educational reference. Lafayette, Ind., 1926. 30 p. incl. diagra. 8°. (Purdue university. Division of educational reference. Studies in higher education I.)

On cover: Bulletin of Purdue university, vol. xxvi, no. 10, August 1926.

**Marks, Percy.** Which way Parnassus? New York, Harcourt, Brace and company [1926] 246 p. 12°.

The author's announced purpose is to present the many problems in which our colleges are entangled, to analyze and discuss them, and occasionally to offer remedies.

**Reed, Edwin T.** A freshman-week program. American educational digest, 46: 126-28, November 1926. illus.

Discusses the organization to orient college freshmen at the Oregon agricultural college. The writer is the editor of the college paper.

**Report of a survey of the state institutions of higher learning in Indiana.** Made by a commission composed of Charles H. Judd, John A. H. Keith, Frank L. McVey, George A. Works, Floyd W. Reeves. December, 1926. Under the authority of Governor Ed Jackson. Indianapolis, Wm. B. Burford, 1926. 206 p. 8°.

**Roemer, Joseph.** Freshman failures in southern colleges. Peabody journal of education, 4: 142-51, November 1926. tables.

Gives a summary of conclusions from the study.

Schelling, Felix E. Safeguarding the liberal arts. *Pennsylvania gazette*, 25: 263-64, December 17, 1926.

The writer points out why these courses need protection in this day of vocational studies and professional educators.

The selection, retention, and promotion of under-graduates. *Bulletin of the American association of university professors*, 12: 373-486, October 1926.

Should the practice of hazing be tolerated in our State educational institutions? *Missouri school journal*, 44: 333-34, December 1926.

Smith, W. R. and Cummings, M. C. The influence of "educational environment". *Bulletin of education (University of Kansas)* 1: 3-6, December 1926.

An attempt to discover the influence of a local educational environment upon the continuance of students in school, particularly in college.

Stoddard, George D. and Freden, Gustaf. The status of freshman week in large universities. *School and society*, 24: 586-89, November 6, 1926.

The result of a study based on questionnaires sent out to 100 colleges and universities showing the highest enrollment.

Stowe, Ancel Roy Monroe. Modernizing the college; introduction by Samuel P. Capen. New York, A. A. Knopf, 1926. xvii, 126 p. incl. tables, diagr. 12°.

Student living conditions in Ann Arbor. A report prepared by Robert C. Angell, of the Department of sociology at the request of President Little and presented to the faculty and regents last Spring . . . *Michigan alumnus*, 33: 199-201, December 4, 1926. illus.

Thwing, Charles Franklin. Phi beta kappa and its 150th anniversary. *American review of reviews*, 74: 638-40, December 1926.

The anniversary was observed at the College of William and Mary, Williamsburg, Virginia, the place of the founding of the fraternity, on November 27, 1926.

To promote scholarship. *American educational digest*, 46: 114-15, November 1926.

The Phi Beta Kappa proposes to revive interest in serious study. Quotes individual opinions from a number of college presidents and professors as to where the blame for the decline in scholarship should rest.

U. S. Bureau of education. A survey of higher education in Tennessee, 1924, by the United States Bureau of education. Members of the survey commission: George F. Zook, chairman; Guy E. Snavely, John B. Johnston, L. E. Blanch. [Knoxville, Tenn.] *The Tennessee college association*, 1926. 114 p. tables. 8°.

Waugh, Frank A. The college fraternity. *American review of reviews*, 74: 641-46, December 1926. illus.

"Fraternities are guided by graduates, successful men in all walks of life, and not by college students."

Wellemeier, J. Fletcher. The junior college as viewed by its students. *School review*, 34: 760-67, December 1926.

Discusses the character and attitudes of the student population of the junior colleges of Kansas.

#### SCIENTIFIC RESEARCH

Kent, R. A. Scientific research in relation to the local public school system. *Social science*, 2: 1-6, November-December-January 1926-1927.

**Metcalf, Maynard M.** Research in colleges. *School and society*, 24 : 644-48, November 20, 1926.

Report of the committee appointed by the Conference of college representatives March 20, 1925. This was brought before the Division of Educational Relations of the National Research Council.

The money value of a scientist. *Princeton alumni weekly*, 27 : 44-45, October 1, 1926.

**Williams, S. R.** Research in the college. *School and society*, 24 : 437-48, October 9, 1926.

### FEDERAL GOVERNMENT AND EDUCATION

**Courtney, L. W., Stovall, H. G., and Hall, T. H., comps.** A United States Department of education, pro and con . . . Distributed by the Debaters' research agency, Baylor university, Waco, Texas. [Waco, Texas, Baylor university press, 1926] 101 p. 8°. (Vol. 2, no. 1, October 20, 1926)

Gives the historical background of the movement and the provisions of the Curtis-Reed bill, also material on whether similar departments have justified their creation, the need of co-ordination of efforts by various organizations, the states' rights question, putting education into politics, etc.

**Davidson, William M.** The Education bill going forward. *Journal of the National education association*, 15 : 285, December 1926.

**Johnsen, Julia E., comp.** Federal department of education. New York, The H. W. Wilson company, 1926. 129 p. 12°. (The reference shelf, vol. iv, no. 5.)

Bibliography : p. 15-25.

**Keith, John A. H.** Results of federal aid to education. *Social forces*, 5 : 305-14, December 1926.

**Morgan, Jay Elmer.** A new catechism on the Education bill. *New Jersey journal of education*, 16 : 8-9, December 1926.

A National department of education. *Education the function of the state*. *American educational digest*, 46 : 175, December 1926.

A short resume of the discussion of the subject by Superintendent James F. Taylor, Niagara Falls, who answers several arguments against the bill, especially that a National department of education will in some way affect private and parochial schools. Under the new bill the regulation and administration of the schools is the function of the state.

**North Carolina. University. University extension division.** The Curtis-Reed bill to establish a federal department of education. *Debate handbook*. Chapel Hill, N. C., University of North Carolina press, 1926. 93 p. 8°. (*University of North Carolina Extension bulletin*, vol. 6, no. 6, November 16, 1926.)

**Patrick, Wellington and Clifton, Louis, comps.** A debate handbook on a National department of education. Being a discussion of the proposal for a National department of education, with a compilation of articles on the subject. Lexington, University of Kentucky, 1926. 204 p. 8°. (*Bulletin, University of Kentucky. University extension series*, November, 1926. Vol. 5, no. 6.)

**Williams, Charl Ormond.** Do you know your Education bill? *Journal of the National education association*, 15 : 252, November 1926.

An address made at the meeting of the National education association, June 30, 1926, Philadelphia, Pa.

## SCHOOL ADMINISTRATION

**National association of public school business officials.** Proceedings of the fifteenth annual meeting . . . Toronto, Ontario, May 17-21, 1926. Trenton, N. J., Harrison press, inc. [1926] 127 p. 8°. (John S. Mount, secretary, Trenton, N. J.)

Contains: 1. C. R. Reed: Efficiency in the administrative organization of the school system, p. 17-22; Discussion, p. 23. 2. C. M. Schenck: Selection and purchase of public school building sites, p. 24-29; Discussion, p. 30-32. 3. Preliminary report of the committee on uniform records and reports, p. 33-36. 4. R. M. Milligan: Proper landscape setting for a school building, p. 38-44. 5. E. P. Rogers: Duties and responsibilities of a clerk-purchasing agent in a city of 45,000, p. 59-64. 6. C. L. Barr: Public school lunch rooms, p. 64-69; Discussion, p. 69-73. 7. H. L. Mills: Preparing and presenting a budget for a city of 100,000 population, p. 85-90; Discussion, p. 90-92. 8. Samuel Gaiser: Purchase of equipment and supplies and their distribution, p. 93-101; Discussion, p. 101-102. 9. C. E. Gilbert: Payroll procedure and salary control, p. 104-12; Discussion, p. 112-16.

**Curtis, S. A.** Possibilities and potentialities in measuring the work of a principal. American school board journal, 73: 37-38, 135-36, December 1926.

Address to the Michigan association of principals, November 1926.

**Hines, Harlan C.** The teacher as an administrator. American school board journal, 73: 47-48, 45-46, November, December 1926.

To be concluded in February.

Part I deals with the teacher as a principal, and Part II with the teacher as a superintendent.

**McGinnis, W. C.** The school superintendent's job. American school board journal, 73: 55, 54, October, November 1926.

Discusses supervisory visits, working with the teacher, working with the principal, and working with neither.

**Morrison, Robert H.** Qualities leading to appointment as school supervisors and administrators. Educational administration and supervision, 12: 505-11, November 1926.

Study based on investigation of teachers enrolled in the Colorado State teachers college placement bureau, during 1924.

**Sawyer, Guy E.** A code system for school accounts. American school board journal, 73: 47-48, 139, December 1926.

In summarizing the writer says that a code system will prove valuable in the following phases of school accounting: (a) Routine distribution of expenditure; (b) carrying our budget allowances; (c) determination of unit costs; (d) organization of accounts; (e) preparation of reports.

**Weber, H. C.** The all-year school. Journal of education, 104: 347-51, October 18, 1926.

Description of the work done in the Nashville, Tenn., schools, by the superintendent.

## EDUCATIONAL FINANCE

**Clark, Harold F.** . . . A cross-indexed bibliography on school budgets. Indiana university, Bureau of coöperative research [1926] 66 p. 12°. (Bulletin of the School of education, Indiana university, vol. II, no. 3. January, 1926.)

— The effect of population upon ability to support education. Journal of educational research, 14: 236-39, December 1926.

**Condon, Randall J.** School tax levy. Official bulletin of the Cincinnati teachers' association, 6: 2-3, October 1926.

"Prepared for the October Woman's city club bulletin. Reprinted here by permission."



**Derrick, S. M.** Bond issue for permanent improvement of state institutions: selected argument and bibliography for the South Carolina high school league debate, 1926-27. Columbia, University of South Carolina, Bureau of publications [1926] 108 p. 8°. (On cover: Bulletin of the University of South Carolina, no. 187. Sept. 15, 1926)

**Engelhardt, N. L.** Some phases of the business administration of school systems. Teachers college record, 28: 179-94, October 1926.

The first of a series of eight articles by Professor N. L. Engelhardt and Professor Fred Engelhardt, to appear in this journal.

— *and* Engelhardt, Fred. Administrative and accounting control of income in local school systems. Teachers college record, 28: 261-82, November 1926.

The second of a series of eight articles.

— — — Some aspects of budgetary practice in local school systems. Teachers college record, 28: 394-412, December 1926.

The third in a series of articles by the authors.

**Illinois state teacher's association.** Committee on distribution of state school fund. Report. Issued by the Illinois state teacher's association. [Springfield, 1926] 39 p. 8°.

**Major issues in school finance.** Part I. Research bulletin of the National education association, 4: 237-58, November 1926.

Studies the subject under two headings, The Nation's economic ability to meet school costs; School costs and economy in public expenditure.

**Rainey, Homer P.** Financing the capital costs of education. American school board journal, 73: 61-63, 140, December 1926.

The four elements of capital costs which are taken into account are: (1) The annual accrual cost of plant and equipment extensions, (2) The annual depreciation cost of plant and equipment, (3) The interest cost of capital tied up in buildings, and (4) The ground rent of sites occupied for school purposes.

**Reeder, Ward G.** Fundamental principles of school budget-making. Ohio teacher, 47: 107-9, November 1926.

— Some suggestive forms for school budget-making. Educational research bulletin (Ohio state university) 5: 297-300, October 6, 1926.

— *and* Paisley, Ethan A. Trends of school costs in Ohio. Columbus, The Ohio state university press [1926] 84 p. incl. tables, diags. 8°. (On cover: Ohio state university studies. Contributions in school administration, no. 3)

**Sawyer, Guy E.** A code system for school accounts. American school board journal, 73: 47-48, 139, December 1926.

Bibliography: p. 139.

**Schussman, Leo G.** Long term school bonds and the future. American school board journal, 73: 65-67, 51-52, 146, 149-50, October, November 1926. tables.

**Thwing, Charles Franklin.** The rising cost of American education. Current history (New York Times) 25: 75-81, October 1926.

The writer presents a number of facts regarding the increased cost of education, among them he shows a seven-fold increase in expenditure, and a two-fold increase in pupils.

## SCHOOL MANAGEMENT

- Abele, Luther.** The organization of student-governed study halls. School review, 34: 777-81, December 1926.
- Anthony, Florence E.** Supervision from a teacher's standpoint. New York state education, 14: 137-41, November 1926.  
Discusses the Snoopervisor, the Scoopervisor, the Swoopervisor, the Soupervisor, the Screwervisor, and the Shoopervisor, and records a few "Do's" and "Don't's" in a summary.
- Barr, A. S.** . . . An analysis of the duties and functions of instructional supervisors; a study of the Detroit supervisory organization. Madison, Wisc., 1926. 176 p. incl. tables, diagrs. 8°. (University of Wisconsin. Bureau of educational research. Bulletin no. 7. January, 1926)
- Burgess, May A.** Problems involved in the grading program. American journal of nursing, 26: 919-27, December 1926.  
Discusses the work of the Committee on the grading of nursing schools organized under the joint leadership of the American medical association and the National league of nursing education.
- Conway, Walter A.** The student-council idea in a small high school. American school board journal, 73: 53-54, October 1926.  
Describes the details of organization, and discusses faculty control, the executive board, the finance problem, and value of the plan.
- Corporal punishment in school control.** Washington education journal, 6: 99-100, December 1926.  
"A symposial discussion by elementary school principals."
- Eakeley, F. S.** Making supervision personal. American educational digest, 46: 112-14, November 1926.
- Foley, Daniel.** Supervising home study. Educational review, 72: 287-92, December 1926.  
Presents general directions for home study.
- Ganders, Harry Stanley.** A system of school records and reports for smaller cities. Greeley, Colo., Colorado state teachers college [1926] vii, 191 p. 8°. (Colorado teachers college education series no. 1)
- Halliburton, J. R.** The public school assembly. High school teacher, 2: 354-56, 357, 398-401, November, December 1926.  
Outlines a number of programs for assembly use, with suggestions for their use.
- Harris, G. L.** Attendance control in high schools. American school board journal, 73: 45-46, November 1926. illus.
- Helter, H. H.** The construction and use of the daily program. Ohio teacher, 47: 57-60, October 1926.  
The editor of above periodical says: "Perhaps no superintendent in Ohio has made a more consistent study of actual schoolroom procedure, as it is and as it should be, than has Superintendent Helter."
- Hillis, C. C. and Shannon, J. R.** Directed study: materials and means. School review, 34: 668-78, November 1926.  
Presents materials for directing study other than assignment sheets.
- Karrer, Enoch.** Reflections on a new method of grading. School and society, 24: 582-84, November 6, 1926.  
Mentions six major requirements which any system of grading should meet, and shows that the ordinary customs of grading comply not at all or meagerly with these requirements.

- Keyworth, M. E.** How much time should be allotted to supervision? *Michigan education journal*, 4: 145-46, 151, November 1926.
- McClure, Worth.** Cooperative effort in supervision. *Elementary school journal*, 27: 256-64, December 1926.  
 Defines "the principle of *cooperative supervision* as opposed to the principle of *competitive supervision*" and discusses certain modifications of procedure which are the result of the new concept.
- Mathews, W. L.** A standardized student. *High school quarterly*, 15: 28-30, October 1926.  
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- Moore, Nelle E.** An analysis of study questions found in textbooks for the intermediate grades. *Elementary school journal*, 27: 194-208, November 1926.
- New York (City) Board of education.** The use of the voice and the art of questioning; a composite of addresses made by district superintendents at conferences held with the supervisors and teachers in their respective districts in February, 1926. William J. O'Shea, superintendent of schools [New York city, 1926] 20 p. 12°.
- Foret, George C.** Supervised study—its aims. *Journal of the Louisiana teachers' association*, 4: 8-11, October 1926.
- Rogers, Don C.** A study of pupil failures and subject failures in Chicago. *Journal of educational research*, 14: 247-55, November 1926.
- Simpson, I. Jewell.** The teachers' meeting as an instrument in a county-unit system. *Elementary school journal*, 27: 175-86, November 1926.
- Somerset, Ada.** Corrective punishment. *Home and school*, 18: 18-21, December 1926.  
 Discusses problems of discipline in the school room.
- Weber, Oscar F.** Methods used in the analysis of text-books. *School and society*, 24: 678-84, November 27, 1926.  
 Gives score-cards for judging the merits of textbooks in reading, general science, arithmetic, geography, etc., as well as the general subject of selection.
- Wegner, H. C.** School forms and records. *Journal of educational method*, 6: 150-61, December 1926. diags.

## CURRICULUM MAKING

- Bagley, William C. and Kyte, George C.** The California curriculum study. (A study begun under a grant from the Commonwealth fund.) Berkeley, Calif., University of California printing office, 1926. 430 p. tables, diags. 8°.  
 The materials in this report are so organized as to present: (1) the evolution of the elementary school curriculum with special emphasis on its development in California; (2) a critical analysis of present general practices and deviations from them, and (3) investigations of conditions and influences which materially affect curriculum revision. Finally a "core curriculum" is suggested.
- Bobbitt, Franklin.** Curriculum investigations. Chicago, Ill., The University of Chicago [1926] 204 p. incl. tables. 8°. (On cover: Supplementary educational monographs, no. 31. June 1926)
- Cox, Philip W. L.** The new junior-high school curriculum. *High school teacher*, 2: 394-96, December 1926.

**Curriculum revision.** The purpose and agency of the curriculum. School of education record, 12: 18-20, December 1926.

Discusses the purpose and agency of the curriculum, the elementary and secondary and college curriculums, their aims, etc.

**Moore, Clyde B.** Many matters confronting curriculum constructors. Educational review, 72: 208-14, November 1926.

**Nichols, M. Louise.** Are changes in the high school curriculum needed? School and society, 24: 465-70, October 16, 1926.

**Thompson, Clem O.** . . . The curriculum of the small high school. [Muncie, Indiana state normal school, Eastern division, Ball teachers college, 1926] 36 p. 8°. (Bulletin Indiana state normal school, Eastern division. The Ball teachers college. vol. II, no. 1. November 1926)

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**Ballenger, Roy C.** Study of methods of administering extra-curricular finances. High school teacher, 2: 363-64, 367, November 1926. tables.

**Day, E. O. and Newlin, Mary.** A point system for the control of pupil participation in extra-curricular activities. High school teacher, 2: 424-25, December 1926.

**Jones, Gertrude.** Survey of extra-curricular activities in the high school. School review, 34: 734-44, December 1926.

Study based on data obtained from the Lincoln high school, Nebraska.

**McCaleb, Mary L.** The supervision of extra-curricular activities by teachers of English in the high schools of Virginia. Virginia teacher, 7: 247-54, October 1926.

**O'Brien, F. P. and Thompson, L. L.** Student activities in the small high school. Bulletin of education (University of Kansas), 1: 13-16, December 1926.

Review of a Master's thesis report by L. L. Thompson on "The present status of 'Student activities' in third class cities of Kansas."

#### SCHOOL BUILDINGS AND GROUNDS

**Engelhardt, N. L., Reeves, C. E. and Womrath, G. F.** Standards for public school janitorial-engineering service. New York city, Teachers college, Columbia university, Bureau of publications, 1926. 2 p. l., 53 p. 8°.

"Selected bibliography": p. 53.

**Milligan, E. M.** Landscape setting for school buildings. American educational digest, 46: 53-56, October 1926. illus.

**Olson, M. S.** School housekeeping. American school board journal, 73: 43-44, December 1926.

This article has to do with the cleaning of floors. A second article will discuss the preserving of floors.

**Riesbeck, E. W.** Heating and ventilating systems for the small and medium-sized school buildings. American school board journal, 73: 59-60, December 1926. illus. table.

#### HEALTH EDUCATION

**American student health association.** Proceedings of sixth annual meeting . . . New York City, December 1925. 209 p. (mimeographed) (W. E. Forsythe, secretary, University of Michigan, Ann Arbor, Mich.)

Contains: 1. W. F. Snow: The social hygiene programs of colleges and universities, p. 17-23. 2. M. J. Exner: The college and social hygiene education, p. 28-30. 3. M. A. Harrington: The development of a mental hygiene program in a college or university, p. 34-40.

- Bull, Raymond C. and Thomas, Stanley.** Freshman hygiene; personal and social problems of the college student. Philadelphia, London [etc.] J. B. Lippincott company [1926] x, 288 p. illus. 12°.
- Dolinger, Emma.** Health instruction in normal schools and teachers colleges. Child health bulletin, 2: 138-49, November 1926.  
Address given at the meeting of the American public health association, in the American health congress, Atlantic City, May 18, 1926.
- Harlan, Charles L.** A consideration of physical defects of best and poorest student. Nation's health, 8: 745-46, November 1926.  
A survey of grammar school pupils of ten Idaho school systems, in which the teachers selected 387 pupils in the best group and 861 pupils in the poorest group, distributed through grades 1 to 8.
- Keene, Charles H.** The student health program exclusive of classroom instruction. American journal of public health, 16: 992-97, October 1926.
- Kelly, Daniel J.** A practical school health program. Journal of educational method, 6: 103-8, November 1926.
- Kerr, James.** The fundamentals of school health. London, George Allen & Unwin, ltd. [1926] xvi, 859 p. front., illus., tables, diagra. 4°.  
Although written from the British point of view, this comprehensive work gives considerable space to the facts of school hygiene and sanitation as developed in the United States and in other progressive countries outside of Great Britain.  
Also published by the Macmillan company, New York City.
- Mueller, Grover W.** Public school health and physical education. Mind and body, 33: 295-301, December 1926.  
Read at the meeting of the National education association, June, 1926, Philadelphia, Pa.
- The new health school in Washington.** American school board journal, 73: 53-54, December 1926. illus.  
Describes a health school recently dedicated in Washington, D. C., designed especially to restore health to pupils in the incipient stages of tuberculosis.
- Scott, Harry A.** Supervised exercise corrects defects of university men. Nation's health, 8: 660-62, October 1926.  
Health activities at the University of Oregon.

### SEX HYGIENE

**Sex education.** Child study, 4: 3-12, November 1926.

Contents: 1. B. C. Gruenberg: The sex education of the young child, p. 3-5. 2. M. J. Exner: The sex education of the adolescent boy, p. 5-6, 11. 3. Winifred Richmond: The sex education of the adolescent girl, p. 7, 11-12. 4. Books for sex instruction, p. 8, 14.

### PHYSICAL TRAINING

**National amateur athletic federation of America. Women's division. Group or student leadership.** Papers presented at the third annual meeting, May 1926. 48 p. 8°. (Address 2 West Forty-sixth Street, New York, N. Y.)

Contains: 1. B. Louise Patterson: The art of training for leadership, p. 2-11. 2. Dorothy Hutchinson: Pupil leadership in the physical activity program of the elementary school, p. 12-18. 3. Ellnor M. Schroeder: Possibilities and organization of student leadership in secondary schools, p. 19-33. 4. Ruth Savage: Student leadership in colleges and universities, p. 34-40.

— Report of third annual meeting, 1926. New York, 2 West Forty-sixth Street, 1926. 48 p. 8°.

Contains: Report of committee on program of athletics for girls of junior high school age, p. 17-27.

**National collegiate athletic association.** Proceedings of the twentieth annual convention, held at New York City, December 30, 1925. 128 p. 8°. (F. W. Nicolson, secretary-treasurer, Wesleyan university, Middletown, Conn.)

Contains: 1. Debate: Resolved, that the amateur law should be enforced in all intercollegiate athletic competitions. Affirmative, by Major J. L. Griffith; Negative, by F. G. Folsom, p. 61-78. 2. Ernest M. Hopkins: The place of athletics in an educational program, p. 88-97.

**Hetherington, Clark W.** The needs of physical education. Mind and body, 33: 243-53, 305-10, November-December 1926.

Delivered at the National Education Association meeting at Philadelphia, June 29, 1926.

**Iffert, E. E. and Rohrbach, Q. A. W.** Pupil attitude with respect to high school athletics. University of Pittsburgh School of education journal, 2: 1-9, September-October 1926. tables. diagrs.

**Kennedy, C. W.** The effect of athletic competition on character building. American physical education review, 31: 983-91, October 1926.

A paper given at the thirty-third annual convention of the American physical education association, Newark, N. J., May 12-15, 1926.

**Perry, Lawrence.** The vocation of coaching. Princeton alumni weekly, 27: 141-42, October 29, 1926.

Suggests as the cure for present evils to "Make the coaching job a permanent job. Pay smaller salaries and affiliate in games only with sister institutions who share with you an idealism which involves among other things, no proselyting, no recruiting, and a keen sense of the paltry value of championship."

**Shall we deflate intercollegiate football?** I. The national religion of football, by Alfred Dashiell. II. The value of football, by William Roper. Forum, 76: 682-95, November 1926.

**Wagenhorst, Lewis Hoch.** The administration and cost of high school inter-scholastic athletics. New York city, Columbia university, Teachers college, Bureau of publications, 1926. ix, 134 p. incl. tables. 8°. (Columbia university. Teachers college. Contributions to education, no. 205)

Bibliography: p. 125-34.

## PLAY AND RECREATION

**National conference on outdoor recreation.** Proceedings of the second National conference on outdoor recreation, Washington, D. C., January 20 and 21, 1926. Washington, Government printing office, 1926. 176 p. 8°. (U. S. 69th Congress. 1st sess. Senate doc. no. 117.)

**Callahan, Catherine.** Schoolroom and playground games. Teaching, 7: 3-25, May 1926.

Games suitable for children of all grades and ages, for well-equipped and poorly equipped playgrounds, are presented here in six groups, under the headings Simple circle games, Relays, Schoolroom games, Miscellaneous group games, Semi-organized team games, and Stunts and feats.

**Forgan, James B.** Schools and scouts. Educational review, 72: 144-48, October 1926.

**How some cities have celebrated Christmas.** Playground, 20: 441-44, November 1926.

Describes Christmas celebrations in certain cities, with Christmas trees, their decorations, lights, songs and carols, pageants and plays. Preceded by an account of Christmas in Wilmington, Del., 1925.

**Johnson, George E.** Play and character. *American physical education review*, 31: 981-88, October 1926.

A paper given at the thirty-third annual convention of the American physical education association, Newark, N. J., May 12-15, 1926.

—— Play space for elementary school children. *Playground*, 20: 374-81, October 1926. tables. illus.

**La Salle, Dorothy.** Play activities for elementary schools, grades one to eight. New York, A. S. Barnes and company, 1926. 179 p. front., illus. 8°.

**Roosevelt, Theodore.** Leisure and the home. *Playground*, 20: 487-93, December 1926.

An address before the 13th Recreation congress at Atlantic City.

### SOCIAL ASPECTS OF EDUCATION

**Hansl, Mrs. Eva v. B.** Group study for parents. New York, Children, 353 Fourth Avenue [1926] 15 p. 8°.

Practical suggestions for parent-teacher associations, women's clubs and other organizations interested in child study, on the best methods of organization, interesting programs for meetings, and recommended books on child study.

**Hyldoft, E. A.** The community and the high school principal. *High school teacher*, 2: 306-9, October 1926.

"In order for a high school to prosper, it is necessary that the principal understand the community and that the community have confidence in the principal."

**Johnson, William H.** The use of assemblies for socializing instruction. *Elementary school journal*, 27: 212-18, November 1926.

**King, Edith Shatto and Frear, Augusta.** Classification of social agencies by function in the city of New York. Prepared for the use of the Welfare council in the organization of its sections and divisions. New York, Welfare council of New York City, 1926. 120 p. 8°.

**Meyer, Harold D., ed.** . . . The new parent-teacher handbook for North Carolina. Chapel Hill, N. C., The University of North Carolina press [1926] 141 p. 8°. (University of North Carolina extension bulletin. vol. vi, no. 7. December 1, 1926)

**Newlon, Jesse H.** The teacher and the community. *Teachers journal and abstract*, 1: 539-44, October 1926.

Address given at the annual summer convocation of Colorado state teachers college, August 26, 1926.

**Richardson, Frank Howard.** Parenthood and the newer psychology, being the application of old principles in a new guise to the problems of parents with their children. New York, London, G. P. Putnam's sons, 1926. xx, 200 p. 12°.

**Robbins, C. L.** The essentials of the socialized recitation. *Education*, 47: 72-78, October 1926.

Conceding the importance of knowledge and skill, the writer asserts the great value of another group of objectives: (1) Attitudes toward work; (2) toward the teacher; (3) toward other pupils; and (4) toward life or a philosophy of life.

**Townsend, Harriet.** Social work, a family builder. A text-book for nurses, dietitians, home demonstration agents, home economists, and special teachers. Philadelphia and London, W. B. Saunders company, 1926. 247 p. 12°.

**Williams, Anna Chandler.** The socialized recitation in general science. *Education*, 47: 79-81, October 1926.

**Wilson, Mabel.** The socialized recitation in high school history. *Historical outlook*, 17: 279-83, October 1926. illus.

### CHILD WELFARE

**Hair, Francis G.** Legislation for childhood. *Journal of the National education association*, 15: 233-36, November 1926.

An address before the National education association, at Philadelphia, June 30, 1926.

**Keanes, Lenna L.** And now comes posture. *Child welfare magazine*, 21: 171-74, December 1926.

### MORAL EDUCATION

**Sundy, Sarah E.** The provision of moral education for pupils in the senior high school. *School review*, 34: 606-17, October 1926.

Says that if character-building is to be the goal in and through every project in which pupil time is occupied, the educational problem must be conceived as primarily an ethical one. Presents methods for character study.

**Joe, George A.** Adjusting the machine. *Survey*, 57: 212-14, November 15, 1926.

Discusses character education in an industrialized society. Says that we must educate children "to judge the mechanisms of modern society, to control them, and ever re-create them in the interest of the common good."

**Griffin, Grace H. Y.** How can we make him morally efficient? *Educational review*, 72: 203-5, November 1926.

**Hagie, C. E.** Can the public school stem the crime wave? *High school teacher*, 2: 304-5, 321, October 1926.

An attempt to get down to the fundamentals of what is wrong with our present order.

**Hartshorne, Hugh; May, Mark A.; Sonquist, David E. and Kerr, Chester A.** Testing the knowledge of right and wrong. *Religious education*, 21: 539-54, October 1926.

Fourth article in a series.

**Roberts, Gertrude.** Character and culture through the curriculum. *West Virginia school journal*, 55: 67-68, 96, November 1926.

Annual address of the president of the West Virginia Education association, delivered at Clarksburg, October 28, 1926.

**Bowland, Frances A.** Character education in the junior high school. *North central association quarterly*, 1: 359-77, December 1926.

Stresses the proper training of teachers who are to teach morals in the schools.

**Smith, Henry Louis.** Our biggest failure in American education. *Virginia journal of education*, 20: 139-41, December 1926.

The writer thinks that "the utter neglect of definite and effective moral training in our nation-wide system of tax-supported schools and colleges and universities is the biggest failure of our American civilization . . . the most fatal defect in our elaborate educational machinery."

**Snedden, David.** Teaching morality. *Educational review*, 72: 160-62, October 1926.

**Wilson, H. B.** Character education. *California quarterly of secondary education*, 2: 43-48, October 1926. tables.



Woodrow, Herbert. A picture-preference character test. *Journal of educational psychology*, 17: 519-31, November 1926. illus., tables.

### RELIGIOUS AND CHURCH EDUCATION

**Catholic educational association.** Report of the proceedings and addresses of the twenty-third annual meeting. Louisville, Ky., June 28, 29, 30, July 1, 1926. Columbus, Ohio, 1926. 663 p. 8°. (Catholic educational association bulletin, vol. XXIII, no. 1, November 1926.) (General office: 1651 East Main Street, Columbus, Ohio.)

Contains: 1. Matthew O'Doherty: The parents' right in the child's education, p. 52-69. 2. Paul L. Blakely: What is a Catholic education? p. 70-81. 3. J. W. R. McGuire: Report of the commission on standardization, p. 88-123. 4. Brother Jasper: Trend of education, p. 124-33. 5. J. M. Cooper: Content and credit hours for courses in religion, p. 134-42. 6. I. W. Cox: Religious and moral guidance of college students, p. 143-52. 7. J. A. W. Reeves: Survey and orientation courses in college, p. 166-75. 8. Sister Marie des Anges: The problem of the exceptionally gifted student, p. 219-28. 9. W. P. McNally: The condition of secondary education, p. 249-58. 10. G. T. Settle: The stimulation of good reading habits as an educational asset, p. 281-85. 11. Pauline J. Fihe: The readers' adviser at the library, p. 303-11. 12. M. A. Delaney: The week-day religious school, p. 356-63. 13. J. M. Wolfe: Educational measurements, p. 366-86. 14. J. R. Hagan: Mortality in the grades, p. 412-24. 15. The school and week-day religious instruction, p. 436-45.

**National Benedictine educational association of the United States.** Report of the proceedings and addresses at the ninth annual meeting, held at Lisle, Ill., July 2-5, 1926. 75 p. 8°. (Rev. Lambert Burton, secretary, St. Benedict's College, Atchison, Kans.)

Contains: 1. Rev. Basil Kolar: The National Benedictine educational association and the Federal government, p. 16-20; Discussion, p. 20-24. 2. Rev. Louis Haas: State departments of education and state universities as affecting our schools, p. 25-35; Discussion, p. 35-37. 3. Rev. Louis Baaka: Building up a staff of professors, p. 46-55; Discussion, p. 55-58. 4. Rev. Placidus Schorn: Reference reading and the library, p. 59-64; Discussion, p. 64-70.

**National Lutheran educational conference.** Proceedings of the 1926 convention. 60 p. 8°. (R. E. Tulloss, secretary, Wittenberg College, Springfield, Ohio.)

Contains: 1. H. F. Martin: A salary schedule for college teachers, p. 15-18. 2. C. G. Erickson: Is the idealism of our Christian colleges in danger of yielding to the pressure of economic and vocational demands? p. 33-38. 3. J. A. W. Haas: The four-year college vs. the junior college, p. 39-43. 4. B. H. Pershing: Extension work in the small college, p. 45-51.

**Bashfield, Herbert W.** Week-day religious education and legislative conditions. *International journal of religious education*, 3: 26-27, December 1926.

An address given at the Birmingham convention of the International council of religious education, April, 1926.

**Brown, B. W., ed.** A symposium on the Christian college. *Christian education*, 10: 85-98, November 1926.

The advance pages of a booklet by the author entitled "Talking points."

**Brubacher, John S.** The public school and religious instruction. *School and society*, 24: 621-25, November 20, 1926.

**Burns, James A.** Failures of our higher schools. *Commonweal*, 4: 634-36, November 3, 1926.

The writer deals with conditions as they exist in Catholic institutions.

**Bove, Floyd S.** Religious education on public school time. Cambridge, Mass., Harvard university, 1926. xviii, 143 p. tables, diagrs. 8°. (Harvard bulletins in education, Graduate school of education, Harvard university, no. 11, September 1926)

Granting the importance of religious instruction as a part of the general scheme of education, this study shows the inadequacy of present means of religious education, discusses possible improvement through the use of public school time, and describes the present status of week-day religious education.

**Harper, W. A.** An integrated program of religious education. New York, The Macmillan company, 1926. 152 p. 12°.

**Hausner, W. S.** Week-day religious education. *Kansas teacher*, 23: 28-29, November 1926.

Says that "out of the great variety of plans [regarding week-day religious education] there are emerging two plans of religious education: (a) The community plan; (b) the denominational plan."

**Houston, William.** The church at the university: her opportunities, obligations and methods. Columbus, Ohio [The Westminster foundation of Ohio] 1926. 116 p. 8°.

**Kelly, Robert L.** Religion and the public schools. *Christian education*, 10: 73-85, November 1926.

**Kendrick, Eliza H., Wood, Irving L., Grant, Elihu, and others.** Teaching the Bible. *Christian education*, 10: 148-70, December 1926.

This symposium deals with the problems of the college Bible teacher, teaching points, student attitudes, community service, followed by "Encouraging notes from progressive workers."

**Krumbine, Miles H.** A summer program for the church school. Chicago, Ill., The University of Chicago press [1926] 188 p. 16°. (The University of Chicago publications in religious education, ed. by S. Mathews, T. G. Soares, W. W. Charters)

**Poor, Charles L.** Accredited Bible study. *Michigan education journal*, 4: 148-51, November 1926.

Describes the "Michigan plan" of Bible study.

**Sheehy, Maurice S.** Christ and the Catholic college. New York, J. F. Wagner [1926] ix, 102 p. 12°.

**Smith, Sherman M.** The relation of the state to religious education in Massachusetts. Syracuse, N. Y., Syracuse university book store, 1926. 350 p. 12°.

**Squires, Walter Albion.** Psychological foundations of religious education. With an introduction by A. Duncan Yocum. New York, G. H. Doran company [1926] 153 p. 12°.

**Stock, Harry Thomas.** Training for Christian leadership in our colleges. *International journal of religious education*, 3: 9-10, October 1926.

**Teaching religion by projects.** *Religious education*, 21: 436-526, October 1926.

Contains articles as follows: The use of the project principle in teaching religion, by E. L. Shaver; Character building and the new curriculum, by Franklin Bobbitt; Project teaching in a high school credit class, by Adele T. McEntire; The theological seminary curriculum, by Robert L. Kelly.

**Tralle, Henry Edward and Merrill, George Earnest.** Building for religious education. New York, London, The Century co., [1926] xi, 186 p. illus. 12°.

**Uphaus, Willard E. and Hipps, M. Teague.** Undergraduate courses in religion at denominational and independent colleges and universities of America [Ithaca, N. Y., The Cayuga press, 1926] 94 p. tables. 8°. (National council on religion in higher education. Bulletin VI)

The headquarters of the National council on religion in higher education is at Barnes hall, Cornell university, Ithaca, N. Y.

**Werner, Emily J.** Religious education in New York. *Educational review* 72: 283-87, December 1926; 73: 28-32, January 1927.

### MANUAL AND VOCATIONAL TRAINING

**Anderson, Lewis Flint.** History of manual and industrial school education. New York, London, D. Appleton and company [1926] xi, 251 p. illus. plates. 12°.

Part I of this book is devoted to a general survey of the development of manual and industrial education in Europe, and Part II sketches the history of industrial education in the United States.

**Bostian, Russell A.** Some salient policies in the administration of trade schools. *Industrial education magazine*, 28: 141-43, November 1926.

**Friese, John F.** Exploring the manual arts. New York and London, The Century co. [1926] xii, 412 p. 8°. (The Century vocational series, ed. by C. A. Prosser)

Manual arts as a cultural subject is taken up by this book at the junior high school level only. This is done on the basis of boy interest, physiology and psychology between the ages of 12 and 15.

**Hale, J. M.** Trade and industrial education in the South. *Industrial education magazine*, 28: 144-47, November 1926. illus.

**Bossier, Wesley M.** A study of the first 100 apprentices in Pittsburgh's part-time apprentice training course. *Industrial education magazine*, 28: 177-78, December 1926.

In conclusion the writer says that "Part-time co-operative apprentice training in Pittsburgh is providing an economic combination of scholastic training and industrial work which is giving the apprentice a broader training and is placing a better educated class of workers in the industries."

**Stockwell, Lynn E.** Federal aid to vocational education. *Industrial education magazine*, 28: 179-80, December 1926.

An historical résumé of the movement for federal aid to vocational education.

— The industrial teacher and extra activities. *Sierra educational news*, 22: 575-76, 606, November 1926.

Gives the arguments for and against the question of "whether the extra-curricular activities should be conducted by teachers appointed for that specific purpose, or whether the regular teachers should assume this additional responsibility."

**Tock, Norman C.** A grading method for manual training classes. *Industrial-arts magazine*, 15: 387-88, November 1926.

**Umstadter, Philip.** Educating the apprentice. *American federationist*, 33: 1370-72, November 1926.

The article deals with the development of the new idea of educating apprentice printing pressmen.

**Virginia.** State board of education. Vocational education in Virginia. Richmond, Davis Bottom, superintendent of public printing, 1926. 104 p. illus. 8°. (Bulletin vol. ix, no. 1. Suppl. no. 6)

**Woellner, Robert.** Locating difficulties in the learning process in practical arts education. *Industrial arts magazine*, 15: 341-43, October 1926.

Furnishes a chart in order to make clear his suggestions.

## VOCATIONAL GUIDANCE

**Crosswhite, Charles C.** Vocational guidance in the junior high school. Missouri school journal, 44: 316-19, November 1926.

Sets forth briefly the aims of a vocational guidance program, and the needs for much exploratory work in the junior high school.

**Land, S. Lewis.** The organization and administration of vocational guidance. Vocational guidance magazine, 5: 11-18, October 1926.

Discusses placement in its different phases—its activities, the placement officer, marketing the product of the school, pooling the junior labor supply and demand, collecting and imparting reliable information concerning local occupations, etc.

**Myers, Charles S.** Vocational guidance and selection. Nineteenth century, 100: 697-703, November 1926.

Conditions in England and America compared.

**Ott, Edward Amherst.** Personality and vocation. Definite grading for character and success. Arizona teacher and home journal, 15: 80-84, November 1926.

**Scott, Mildred Coburn.** The need of vocational guidance for immigrants. Vocational guidance magazine, 5: 63-70, November 1926.

"With special reference to maladjustments among educated Italians."

**Stewart, Mary.** The part of placement in a vocational guidance program. Vocational guidance magazine, 5: 1-5, October 1926.

**Strong, Edward K., jr.** Interest analysis of personnel managers. Journal of personnel research, 5: 235-42, October 1926.

**Swem, Boyd B.** Vocational guidance in public commercial education. Balance sheet, 8: 4-6, November 1926.

## WORKERS' EDUCATION

Conference of teachers in workers' education, Brookwood, February 19-22, 1926. The promotion and maintenance of workers' education. Brookwood, Katonah, N. Y., 1926. 105 p. 16°.

**Curro, Philip R. V.** Educational attitudes and policies of organized labor in the United States. New York city, Columbia university, Teachers college, Bureau of publications, 1926. 201 p. 8°. (Columbia university. Teachers college. Contributions to education, no. 201)

Bibliography: p. 195-201.

**Curtis, Anna L.** Leipsic's labor college. Survey, 57: 83-84, October 1926.

**Evans, Owen D.** Educational opportunities for young workers. New York, The Macmillan company, 1926. xi, 380 p. 12°.

**Miller, Spencer, jr.** American workers' education. American educational digest, 46: 131-32, November 1926.

The writer is secretary of the Workers' education bureau of America, at 478 West Twenty-fourth Street, New York, N. Y.

— State federations of labor and workers' education. American federationist, 33: 1187-90, October 1926.

**Muste, A. J.** What does workers' education mean for education? American teacher, 11: 3-4, November 1926.

The author is the dean of the faculty of Brookwood labor college.

Workers' education and training. Vocational education in agriculture for negroes; Trade-union view on workers' education. *Monthly labor review*, 23: 79-84, November 1926.

### AGRICULTURE

Gribben, Ray L. Education as the farmer sees it. *Midland schools*, 41: 86-87, 90, November 1926.

U. S. Federal board for vocational education. . . . The place of vocational agriculture in the present agricultural situation. December, 1926. Issued by the Federal board for vocational education. Washington, Government printing office, 1926. ii, 14 p. 8°. (Monograph no. 3)

An address delivered by Dr. C. H. Lane, chief of the agricultural education service at the Four-state vocational conference held at West Chester, Pa., August 25, 1926.

### HOME ECONOMICS

Beardsley, Alice S. Our homes: their growth and development. Vocational education news notes (Berkeley, Calif.) 4: 5-7, 13, November 1926.

Complete outline is given in the course for "tying up home relations to the economic, social and educational problems of the day in classes consisting of both boys and girls."

Brown, Clara M. An analysis of the responsibilities of the teacher-trainer in home economics. *Educational administration and supervision*, 12: 519-28, November 1926.

Discusses the situation at the University of Minnesota.

Charters, W. W. The traits of homemakers. *Journal of home economics*, 18: 673-85, December 1926. table, diagr.

Goodman, Julia N. Education for domestic service. *School and society*, 24: 615-17, November 13, 1926.

Smith, Mrs. Florence Busse. What can the housewife do to help the college? *Journal of home economics*, 18: 619-22, November 1926.

Paper presented June, 1926, at the Homemakers section, Minneapolis meeting, American home economics association.

Snedden, David. The four goals of home economics teaching. *Teachers college record*, 28: 387-93, December 1926.

Winchell, Cora M. Home economics at the crossroads. *Journal of home economics*, 18: 553-59, October 1926.

### COMMERCIAL EDUCATION

Eastern commercial teachers' association. Proceedings of the twenty-eighth annual convention . . . New York City, April 1-3, 1926. 118 p. 8°. (Seth B. Carlin, Secretary, Packard commercial school, New York, N. Y.)

Contains: 1. J. H. Jackson: Present tendencies in commercial education, p. 5-12. 2. A. L. Percy: The bookkeeping course, content and method of presentation, p. 17-22; Discussion, p. 22-24. 3. D. T. Deal: How much accounting should be taught in high school, p. 24-26. 4. W. C. Wallace: What is really meant by the balance sheet method of teaching bookkeeping? p. 34-36; Discussion, p. 36-37. 5. Ethel A. Rollinson: My reactions to tests and measurements, p. 48-54. 6. R. G. Laird: The why and how of secretarial training, p. 54-59. 7. C. B. Edgeworth: What should be the content of—A. Junior high school commercial course of study; B. Senior high school commercial course of study, p. 87-90. 8. E. M. Flück: What should be the content of the high school curriculum? p. 90-95. 9. C. W. Hamilton: To what extent and in what manner should bookkeeping be taught in the junior high school? p. 95-97. 10. W. H. Leffingwell: The part of the business school in training office workers, p. 105-10.

**Briggs, Elisabeth.** Commercial teacher preparation report. Commercial teacher, 55: 237-39, October 1926.

To be concluded.

**Carlson, P. A.** Aims and objectives in bookkeeping. Commercial education, 12: 11, October 1926.

**Carrier, Norma.** The junior business training course. Indiana teacher, 71: 13-14, November 1926.

**Effinger-Raymond, Frances and Adams, Elizabeth Starbuck.** Standards in elementary shorthand. New York, Chicago [etc.] The Gregg publishing company [1926] vii, 115 p. 12°.

**Evans, Paul.** Cultural shorthand. California quarterly of secondary education, 2: 49-50, October 1926.

**Johnson, Gladys M.** Psychological measurement of office employees of the Ralston purina company. Vocational guidance magazine, 5: 57-63, November 1926.

**Lewin, William.** A stenographic report of a forty-five minute recitation. Education, 47: 176-85, November 1926.

The class consisted of 22 boys and girls in the commercial course.

**Peel, Arthur J.** Conventional shorthand challenged. American educational digest, 46: 159-63, December 1926.

Discusses standards and proficiency, tests, waste in teaching the subject in high schools, etc.

**Selby, P. O.** A scorecard for commerce departments. Balance sheet, 8: 10-11, December 1926.

**Strate, Jessie B.** Commerce and industry: its place and function in a commercial course. Journal of geography, 25: 258-63, October 1926.

**Yoder, C. M.** Commercial work in relation to the newer developments in education. Balance sheet, 8: 4-9, December 1926.

## PROFESSIONAL EDUCATION

### LAW

**American bar association.** Section on legal education. Proceedings, 1926.

American law school review, 6: 14-21, December 1926.

Meeting was held at Denver, Colo., July 13, 1926.

### MEDICINE, DENTISTRY

**American association of dental schools.** Proceedings of the third annual meeting . . . Chicago, Ill., March 24-26, 1926. 239 p. 8°. (DeLos L. Hill, secretary-treasurer, 612 Grant Building, Atlanta, Ga.)

**Bardeen, C. B.** The medical school a professional school of science. Science, 64: 487-91, November 19, 1926.

**Cleveland, Mather.** A new type of examination for medical students. Federation bulletin (Federation of state medical boards of the U. S.), 12: 244-53, October 1926.

The study was made possible by a grant from the Commonwealth fund.

Reprinted from the Journal of the American medical association, August 21, 1926.

**Wood, Ben D.** New type examinations in the College of physicians and surgeons. *Journal of personnel research*, 5: 227-34, 277-83, October, November 1926.

Shows the superiority of the new type examination in tests in orthopedic surgery.

#### NURSING

**American hospital association.** Transactions . . . twenty-seventh annual conference, Louisville, Ky., October 19-23, 1925. Chicago, Ill., Pub. by the Association, 23 East Ontario Street, 1926. 823 p. 8°.

Contains: 1. Laura B. Logan: A program for the grading of schools of nursing. p. 355-64. 2. Bertha M. Allen: What can the hospitals in the smaller communities do to make their training schools sufficiently attractive to compare with the training schools of hospitals in larger cities? p. 367-73. 3. The pupil nurse in the outpatient department, p. 376-82. 4. Report of the committee on training of hospital executives, p. 400-50.

**National league of nursing education.** Proceedings of the thirty-second annual convention . . . Atlantic City, N. J., May 17-23, 1926. New York, N. Y., National headquarters, 370 Seventh Avenue, 1926. 254 p. 8°.

Contains: 1. William Darrach: Grading of nursing schools, p. 89-94. 2. J. K. Hart: The newer developments in adult education, p. 94-99. 3. Mary E. Gladwin: Adult education and the nurse, p. 100-104. 4. Gladys McCune: The teaching of medical nursing, p. 126-34. 5. W. W. Charters: Principles of curriculum construction and adjustment, p. 134-41. 6. Edwin A. Lee: Recent developments in professional education, p. 158-67. 7. Mabel F. Huntley: Progress and problems of centralizing nursing education, p. 167-74.

**Frost, Harriet.** Undergraduate training in public health nursing. *American journal of nursing*, 26: 797-800, October 1926.

#### THEOLOGY

**Kelly, Robert L.** A new theological seminary curriculum. *Christian education*, 10: 5-10, October 1926.

#### ENGINEERING

**Society for the promotion of engineering education.** Proceedings of the thirty-third annual meeting . . . Schenectady, N. Y., June 25-28, 1925, and papers, reports, discussions, etc., printed in the *Journal of engineering education*, vol. XVI (1925-26) Pittsburgh, Pa., Office of the secretary, 1926. 698 p. 8°.

Contains: 1. A. A. Potter: The engineering college—its opportunity for service. p. 4-24. 2. Report of the committee on admissions and eliminations of engineering students, p. 47-73. 3. A study of engineering students, at time of entrance to college, p. 74-91. 4. W. E. Wickenden: Engineering education east of the Rhine, p. 107-18. 5. Preliminary report on costs of engineering education, p. 119-28. 6. Relation of engineering education to industry, by F. C. Pratt, p. 134-42; by A. I. Lipetz, p. 142-46; by S. A. Lewisohn, p. 146-57. 7. How industry can cooperate with engineering colleges in furthering research, by R. A. Seaton, p. 205-14; by Albert E. White, p. 214-17; by J. B. Whitehead, p. 218-23. 8. A study of engineering graduates and former students, non-graduates, p. 259-98. 9. A study of teaching personnel of the colleges of engineering p. 299-323. 10. Junior colleges, by G. F. Zook, p. 333-37; by L. W. Clark; p. 337-46. 11. W. J. Creamer, jr.: Personnel work at the University of Maine, p. 347-61. 12. J. M. Sandel: Safety instruction in engineering colleges, p. 403-11. 13. Supplementary report of the committee on teaching personnel, p. 419-32. 14. W. E. Wickenden: The engineering scene. A critical glance at technical education in Europe and how we may profit by it, p. 433-49. 15. Walton C. John: A study of engineering curricula, p. 517-49, 579-601. 16. W. Trinks: Some advanced ideas in engineering education, p. 602-608. 17. W. E. Wickenden: Evolutionary trends in engineering curricula, p. 658-68. 18. H. P. Hammond: Engineering degrees, p. 669-77.

**Engineering teaching personnel.** *Journal of engineering education*, 16: 217-61, October 1926. tables.

The purpose of this study is to obtain through statistical means, as accurate a conception as possible of the status of engineering teachers in the U. S. and Canada, and upon the basis of that information, the improvement of teaching staffs.

**Hughes, H. J.** *Engineering as a career.* *World review* (Mt. Morris, Ill.) 3: 74-75, October 18, 1926.

The writer, who is Dean of the Engineering school of Harvard university, writes of the opportunities in the profession as being far greater than generally supposed, the growth of industry which makes the engineer's skill increasingly essential, etc.

**Supplementary activities of engineering colleges.** *Journal of engineering education*, 17: 279-99, November 1926.

Discusses graduate courses, organized research, extension courses, and other services. Study conducted by the Committee on supplementary services and facilities of the engineering colleges, of the Society for the promotion of engineering education.

### CIVIC EDUCATION

**Buchholz, H. E.** *U. S.; a second study in democracy.* Baltimore, Warwick and York, inc., 1926. ix, 400 p. 12°.

This book is a sequel to an earlier work by the same author entitled "Of what use are common people?" The author's criticisms of current social and political conditions in America occupy the greater part of the volume, at the close of which he proposes his remedy of political guidance or training for citizenship.

**Hennessey, D. L.** *Preparing candidates for naturalization.* *Community exchange bulletin* (California) 5: 20-22, October 1926.

### MILITARY EDUCATION

**Association of military colleges and schools of the United States.** Report of the thirteenth annual conference . . . March 24-25, 1926, Washington, D. C. 96 p. 8°. (Lt. Col. Roy F. Farrand, secretary, St. John's Military Academy, Delafield, Wis.)

Contains: 1. Lt. Col. Roy F. Farrand: Distinctive advantages the military academy offers the parent and student, p. 16-23. 2. Major G. A. Lynch: B. O. T. C. problems. p. 36-42.

**Compulsory military education.** A movement to abolish it from high schools and colleges. *American city*, 35: 847-48, December 1926.

Summary of a report on the subject published by the Massachusetts committee on militarism in education, Boston.

**Federal council of the churches of Christ in America.** Commission on international justice and goodwill. Military training in schools and colleges. New York, N. Y., Commission on international justice and goodwill of the Federal council of the churches of Christ in America [1926] 15 p. 8°.

"Reference literature": p. 15.

### EDUCATION OF WOMEN

**International federation of university women.** Report of the fourth conference, Amsterdam, July 28 to August 2, 1926. London, S. W., 1, International federation of university women, [1926] 176 p. 12°. (Bulletin, no. 8.)

Discusses such subjects as the legal status of married women in the professions; careers for women in industry, trade, and finance; the promotion of intellectual cooperation; etc.



**National association of deans of women.** Proceedings of the thirteenth regular meeting . . . Washington, D. C., February 22-25, 1926. Pub. by the Association, 1926. 239 p. 8°. (Miss Martha Doan, secretary, Earlham College, Richmond, Ind.)

Contains: 1. Survey of student health work in the United States, p. 39-65. 2. Elisabeth Conrad: The maladjusted girl, p. 109-26. 3. A. Evelyn Newman: Student living conditions and their effects on character and morals, p. 143-51. 4. Margaret M. Alltucker: The high school dean—her varied opportunity for service, p. 158-62. 5. Martha Tracy: A new emphasis in student health work, p. 187-95. 6. Miriam Gerlach: How to organize student government, p. 195-202.

**Branson, E. C.** The forgotten women. *World's work*, 53: 197-99, December 1926.

Illiteracy among women in country districts, especially mountain regions of South and Southwest.

**MacLear, Martha.** . . . The history of the education of girls in New York and in New England, 1800-1870. Washington, D. C., Howard university press, 1926. 123 p. 8°. (Howard university. Studies in history, no. 7. December, 1926.)

**Mary Albensia, Sister.** Tennyson's idea of higher education of women as expressed in "The princess." *Catholic school journal*, 26: 257-58, 274, 328-30, November-December 1926.

To be continued in the January issue.

## NEGRO EDUCATION

**Miller, Kelly.** The higher education of the negro is at the crossroads. *Educational review*, 72: 272-78, December 1926.

The writer says that experience is demonstrating that for the present the wise method of administration of higher institutions for negroes is where the whites of the highest character, standing, and connection form the dominant element in the governing boards with a negro staff in immediate charge of intimate administration and instruction. This is the method of Tuskegee, Morehouse, Biddle, Clark, and many schools under denominational control.

**Morton-Finney, J.** Negro educators for negro education. *School and society*, 24: 225-29, November 20, 1926.

Some opinions founded on recent Fisk and Howard university incidents.

**Mustard, H. S. and Waring, J. I.** Heights and weights of colored school children. *American journal of public health*, 16: 1017-22, October 1926.

Comparison made between white and colored school children in Rutherford County, Tenn.

**The negro common school, Mississippi.** *Crisis*, 33: 90-102, December 1926. Illus.

The second of the reports of the Garland fund investigation series, the first appearing in the September number of *The Crisis*. The third of the series will appear in the February 1927 issue, entitled "The negro common school, North Carolina."

## EDUCATION OF THE DEAF

**American association to promote the teaching of speech to the deaf.** Proceedings of the twelfth summer meeting, San Francisco, California. July 5-9, 1926. *Volta review*, 28: 597-711, November 1926.

Contents: 1. F. W. Booth: Teaching arithmetic objectively, p. 606-13. 2. Enfield Joiner and Sarah E. Lewis: Speech correction in the primary grades, p. 620-24. 3. J. B. Breitwieser: The conservation of energy in the training of the deaf, p. 642-48. 4. Alpha W. Patterson: Printing as a trade for the deaf, p. 649-52.

**Fowler, Edmund P. and Fletcher, Harvey.** Three million defeated school children. *Journal of the American medical association*, 87: 1877-82, December 4, 1926.

Discusses the detection and treatment of deaf school children.

**Newhart, Horace.** Diagnostic school clinic in the public schools as factor in conservation of hearing. *Journal of the American medical association*, 87: 1882-85, December 4, 1926.

**Thornton, Marjorie.** An outline of rhythm work and its application to school-room work. *American annals of the deaf*, 71: 361-86, November 1926.

Outline of rhythm work for the deaf, first to fourth year inclusive.

### EXCEPTIONAL CHILDREN

**American association for the study of the feeble-minded.** Proceedings and addresses of the fiftieth annual session, held at Toronto, Canada, June 3-5, 1926. Pub. by the Association, 1926. 294 p. 8°. (Howard W. Potter, secretary-treasurer, Thiells, N. Y.)

This volume comprises *The Journal of psycho-aesthetics*, vol. XXXI, June 1925 to June 1926.

**Cornman, Oliver P.** New steps in the prevention of delinquency through the schools. *Pennsylvania school journal*, 75: 97-98, October 1926.

Address delivered in March, 1926, at the All Philadelphia conference on social work.

**Cox, Catharine M.** Elementary education of young geniuses. *Childhood education*, 3: 109-11, November 1926.

**Hempleman, Ruby.** Problem children in the lower grades. *American schoolmaster*, 19: 306-15, October 1926.

**Inskeep, Annie Dolman.** Teaching dull and retarded children. With an introduction by H. B. Wilson, superintendent of schools, Berkeley, Calif. New York, The Macmillan company, 1926. xix, 455 p. 8°.

The suggestions, games, plans, methods, and curriculum content in this book are a record of procedures worked out in actual everyday classroom teaching by the author as specialist in the teaching of atypical children in the schools of Berkeley, Calif.

**Knowles, Maye B.** Provision for education of crippled children by public schools. *American schoolmaster*, 19: 364-69, November 1926.

**Metzner, Alice B. and Berry, Charles Scott.** Size of class for mentally retarded children. *Training school bulletin*, 23: 241-51, October 1926.

**Nudd, Howard W.** The purpose and scope of visiting teacher work. New York City, Joint committee on methods of preventing delinquency, 1926. 30 p. 8°. (Publications issued under the auspices of the Commonwealth fund program for the prevention of delinquency. Reprint series, no. 3.)

Reprinted from "The Problem Child in School" second printing, November 1926. This pamphlet was first issued in October 1925.

**Page, John S.** The organization of special classes in small school systems. *Michigan education journal*, 4: 99-106, October 1926.

**Sarafian, K. A.** The education of the gifted child. *Education*, 47: 94-97, October 1926.

**Sayles, Mary B.** The problem child in school. Narratives from case records of visiting teachers; with a description of the purpose and scope of visiting teacher work by Howard W. Nudd. 2d rev. ed. New York, Joint committee on methods of preventing delinquency, 1926. 288 p. 8°.

**Seham, Max and Grete.** The teacher's responsibility to the tired child. *Childhood education*, 3: 168-73, December 1926.

**Stinchfield, Sara M.** The importance of speech defects as a personnel problem. *American speech*, 2: 148-52, December 1926.

**Unger, Edna W.** Vocational training for subnormal girls. An experiment in the garment machine operating trade. *Journal of personnel research*, 5: 243-55, October 1926.

This study was made with the object of determining whether or not subnormal persons can be trained for a semi-skilled or skilled occupation. The results show that a certain proportion can be trained, and that this proportion can be selected in advance by the use of various selective devices here described.

**Wiggam, Albert E.** America as a nursery of genius. *World's work*, 52: 684-93, October 1926.

Discusses methods of discovering prodigies.

**Winford, C. Amelia.** A follow-up study of subnormal pupils. *Educational research bulletin (Pasadena)* 6: 2-8, 10, November 1926. tables, diagra.

### ADULT EDUCATION

**Carnegie corporation of New York.** Office memorandum, May 6, 1926. Series II: Adult education. Number 20: Digest of proceedings of National conference on adult education and first meeting of American association for adult education, Chicago, Ill., held on March 26, 1926; and summary of action taken at regional conferences in Nashville, Tenn.; San Francisco, Calif.; and Chicago, Ill. New York, 1926. 42 p. 8°.

— Report of the president and of the treasurer for the year ended September 30, 1926. New York City, 1926. 99 p. 8°

Contains information on adult education and the ten-year program in library service.

**Hill, Robert Tudor.** Aspects of adult education. *American educational digest*, 46: 173-74, December 1926.

The author thinks that public school extension education for adults shows marked development, that night and extension schools are given a place in public education, and discusses problems calling for special attention.

**Keppel, Frederick P.** Education for adults and other essays. New York, Columbia university press, 1926. 94 p. 12°.

Contains: Education for adults.—Adult education, today and tomorrow.—Play boys of the college world.—Opportunities and dangers of educational foundations.

**Lindeman, Eduard C.** The meaning of adult education. New York, New Republic, inc., 1926. xx, 222 p. 12°.

"References": p. [205]-218.

**McMahon, Charles A.** Study clubs as a help in adult education. *National Catholic welfare conference bulletin*, 8: 12-13, December 1926.

**Peffer, Nathaniel.** New schools for older students. New York, The Macmillan company, 1926. 250 p. 8°. (Studies in adult education.)

This book is one of a series based on studies in adult education made for the Carnegie corporation of New York, and describes and interprets noteworthy activities of the open forum, the institute, individual schools, national associations, corporation programs, museums of art and science, and workers' education.

**Pilpel, Cécile.** Study groups for parents. *Child study*, 4: 3-4, 16, 18, October 1926.

Calls special training for parents a new phase of adult education.

**Suzzallo, Henry.** Recent tendencies in adult education. Oregon teachers monthly, 31: 7-8, December 1926.

Address given at the University of Oregon's semicentennial celebration.

**Watson, Amey E. and Watson, Frank.** Opportunities for parental education. Progressive education, 3: 323-32, October-November-December 1926.

**When the immigrant goes to school.** A study of adult education among the Poles in America. Interpreter, 5: 4-12, December 1926.

The Interpreter is published by the Foreign language information service, at 222 Fourth Avenue, New York City.

## EDUCATION EXTENSION

**American association of museums.** Papers and reports read at the twenty-first annual meeting . . . New York City, May 17-19, 1926. Washington, D. C., American association of museums, 1926. 63 p. 8°. (Publications, new ser., no. 1.)

Contains: 1. H. C. Bumpus: Relations of museums to the out-of-doors, p. 7-14. 2. J. C. Dana: In a changing world should museums change? p. 17-22. 3. A. C. Flick: What should constitute a museum of history, p. 25-35. 4. S. A. Barrett: Training for museum work, p. 49-53. 5. C. G. Rathmann: School-museum relations, p. 59-63.

**National university extension association.** Proceedings . . . Salt Lake City, Utah, June 7-10, 1926. Boston, Wright & Potter printing company, 1926. 176 p. 8°. (J. A. Moyer, secretary-treasurer, State House, Boston, Mass.)

Contains: 1. L. J. Richardson: The art of teaching adults, p. 5-11. 2. T. L. Kibler: Academic credit essential for stabilizing extension class instruction, p. 14-20. 3. A. B. Hall: Educational leadership and democracy, p. 30-43. 4. L. J. Richardson: Report on the Carnegie corporation and its work on the problem of adult education, p. 44-50. 5. Round table discussion—Credit for graduate work by correspondence, p. 52-64. 6. F. W. Shockley: Relation of university extension division to extension division work of other state institutions, p. 65-68. 7. J. S. Joy: The motion picture as an educator, p. 68-74. 8. Report of committee on radio broadcasting, p. 77-86. 9. Report of committee on co-operation between libraries and extension divisions, p. 89-107. 10. Report of the committee of seven on home education, p. 107-18. 11. M. S. Dudgeon: Round table conference—cooperation of libraries with university extension divisions, p. 113-19. 12. L. V. Roberson: The administration of publicity in university extension divisions, p. 132-50.

**Noffsinger, John S.** Correspondence schools, lyceums, chautauquas. New York, The Macmillan company, 1926. 145 p. 12°. (Half-title: Studies in adult education.)

## LIBRARIES AND READING

**American library association.** A survey of libraries in the United States, conducted by the American library association. Volume one: Administrative work of public libraries and of college and university libraries. Chicago, American library association, 1926. 316 p. tables. 12°.

**Belser, Danylu.** The reading interests of boys. Elementary English review, 3: 292-96, November 1926.

A committee report, by its chairman.

**Children and their books.** New republic, 48: part 2, 334-60, November 10, 1926.

This section of the New republic is given over entirely to the study of children's reading, by Ernestine Evans, Mary Austin, Elisabeth Irwin, Padraic Colum, Genevieve Taggard, Peggy Bacon, Lewis Mumford, Babette Deutsch, Robert Morss Lovett, and 16 others.

- Compton, Nellie Jane.** Library language. *American speech*, 2: 93-95, November 1926.  
 Author attempts to explain the new terminology in library economy, or library administration.
- Cook, Edith L.** Library service in the high school. *School review*, 34: 745-53, December 1926.  
 Discusses the activities of the library of the East technical high school, Cleveland, Ohio.
- Graves, C. Edward.** Recreational reading for college students. *Libraries*, 31: 425-30, October 1926.
- Huber, Miriam Blanton and Chappelle, Claude S.** Children's magazine reading. *Journal of educational method*, 6: 145-49, December 1926. tables.
- Kaiser, John Boynton.** A library personnel efficiency rating blank. *School and society*, 24: 674-77, November 27, 1926.  
 Gives a personnel efficiency rating blank, with the qualifications as to professional, personal, mental, physical qualities, and also general information.
- Maxwell, Sarah Alison.** Posters teach respect for books. *Primary education-Popular educator*, 44: 180-83, November 1926. illus.
- Morgan, Joy Elmer.** The school library looking forward. *School and society*, 24: 335-42, October 30, 1926.  
 An address before the fiftieth anniversary meeting of the American Library Association, Atlantic City, N. J., Tuesday, October 5, 1926.  
 Also in *School Life*, 12: 45-47, November 1926.
- National council of primary education.** [Book lists for children] *In its Bulletin*, vol. 10, no. 2, December 1926. p. 3-10.
- Naumberg, Elsa H.** Books for young readers; a list of over five hundred selected books for boys and girls from seven to twelve. Prepared for the Child study association of America. With a foreword by Ernest R. Groves. New York city, Child study association of America, 1926. 80 p. 12°.
- Panama.** Secretaría de instruccion publica. El dia del libro en Panama, 28 de agosto de 1926. Panama, Imprenta nacional, 1926. ii, 170 p. 8°.  
 Describes a "book day" which was successfully observed under Government auspices in the schools of the Republic of Panama, for encouraging good reading and developing school libraries.
- Parsons, Mary P.** Library schools. *School and society*, 24: 519-27, October 27, 1926.  
 Report presented before the International congress of librarians and booklovers, Prague, June 28-July 3, 1926.
- Plum, Dorothy Alice.** A bibliography of American college library administration, 1899-1926. Albany, The University of the state of New York press, 1926. 83 p. 8°. (University of the state of New York bulletin, no. 860. September 15, 1926. New York state library, Bibliography bulletin 77.)  
 Submitted for graduation, New York state library school, class of 1925.
- Severance, Henry O.** Magazines which high-school pupils read. *School review*, 34: 587-80, October 1926.
- Smith, Lenna M.** How we observed book-week. *Progressive teacher*, 32: 13, 40, November 1926.
- Ward, Gilbert O.** The practical use of books and libraries, an elementary manual. 4th ed. rev. and enlg. Boston, Mass., The F. W. Faxon company, 1926. 139 p. 12°. (Half-title: Useful reference series no. 32.)

**Wyer, James I.** Transfer of the New York state library school to Columbia university. *New York state education*, 14: 141-42, November 1926.

Says it is felt that this removal from Albany to Columbia university will "open in every way a larger, richer, more fruitful opportunity and prospect."

**Young folks' books of the current season.** *Library journal*, 51: 831-35, October 1, 1926.

Arranged in one alphabet by author, giving publisher and price.

### BUREAU OF EDUCATION: RECENT PUBLICATIONS

**Annual report of the Commissioner of Education for the year ended June 30, 1926.** Washington, Government printing office, 1926. 36 p. 8°.

**Cities reporting the use of homogeneous grouping and of the Winnetka technique and the Dalton plan.** Washington, Government printing office, 1926. 11 p. 8°. (City school leaflet, no. 22, December 1926.)

**A handbook of educational associations and foundations in the United States.** Prepared in the Library division, John D. Wolcott, chief. Washington, Government printing office, 1926. 82 p. 8°. (Bulletin, 1926, no. 16.)

**The health of the teacher.** By James Frederick Rogers. Washington, Government printing office, 1926. 64 p. 8°. (School health studies, no. 12.)

**Higher education. Biennial survey, 1922-1924.** By Arthur J. Klein. Washington, Government printing office, 1926. 29 p. 8°. (Bulletin, 1926, no. 20.)

Advance sheets from the Biennial survey of education in the United States, 1922-1924.

**The organized summer camp.** By Marie M. Ready. Washington, Government printing office, 1926. 14 p. illus. 8°. (Physical education series, no. 7.)

**Personnel and organization of schools in the small cities (2,500 to 10,000 population, 1924-25)** By Harry S. Ganders. Washington, Government printing office, 1926. 36 p. 8°. (Bulletin, 1926, no. 6)

**Pupils' readiness for reading instruction upon entrance to first grade.** Washington, Government printing office, 1926. 6 p. 8°. (City school leaflet no. 23, December 1926.)

Reprint from *School Life*, December, 1926.

**Record of current educational publications, comprising publications received by the Bureau of Education to April 1, 1926.** Compiled in the Library division, John D. Wolcott, chief. Washington, Government printing office, 1926. 120 p. 8°. (Bulletin, 1926, no. 15.)

**Record of current educational publications; comprising publications received by the Bureau of Education to July 1, 1926.** Compiled in the Library division, John D. Wolcott, chief. Washington, Government printing office, 1926. 41 p. 8°. (Bulletin, 1926, no. 17)

**Record of current educational publications, comprising publications received by the Bureau of Education to October 1, 1926.** Washington, Government printing office, 1926. 24 p. 8°. (Bulletin, 1926, no. 21.)

**Residence and migration of university and college students.** By George F. Zook. Washington, Government printing office, 1926. 127 p. 8°. (Bulletin, 1926, no. 11.)

- Statistical summary of education, 1923-1924.** By Frank M. Phillips. Washington, Government printing office, 1926. 7 p. 8°. (Bulletin, 1926, no. 19.)  
Advance sheets from the Biennial survey of education in the United States, 1922-1924.
- Statistics of private commercial and business schools, 1924-1925.** Prepared in the Statistical division, Frank M. Phillips, chief. Washington, Government printing office, 1926. 29 p. 8°. (Bulletin, 1926, no. 14)  
Advance sheets from the Biennial survey of education in the United States, 1924-1926.
- Statistics of public, society, and school libraries, 1923.** Prepared in the Library division with the cooperation of the Statistical division. Washington, Government printing office, 1926. 179 p. 8°. (Bulletin, 1926, no. 9.)
- Statistics of state school systems, 1923-1924.** Prepared in the Division of statistics, Frank M. Phillips, chief. Washington, Government printing office, 1926. 43 p. 8°. (Bulletin, 1925, no. 42)  
Advance sheets from the Biennial survey of education in the United States, 1922-1924.
- Survey of education in Utah.** Washington, Government printing office, 1926. 510 p. 8°. (Bulletin, 1926, no. 18.)
- Twenty good books for parents.** Washington, Government printing office, 1926. 8 p. (Reading course no. 21, revised.)



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DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

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BULLETIN, 1927, No. 12

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RECORD  
OF CURRENT EDUCATIONAL  
PUBLICATIONS

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CONTENTS.—Educational history and biography—Current educational conditions—International aspects of education—Educational theory and practice—Educational psychology; Child study—Psychological tests—Educational tests and measurements—Educational research—Individual differences—Special methods of instruction and organization—Special subjects of curriculum—Kindergarten and pre-school education—Elementary education—Rural education—Secondary education—Junior high schools—Teacher training—Teachers' salaries and professional status—Higher education—Junior colleges—Federal government and education—School administration—Educational finance—School management—Curriculum making—Extra-curricular activities—School buildings and grounds—School health supervision—Health education—Mental hygiene—Physical training—Play and recreation—Social aspects of education—Moral education—Religious and church education—Manual and vocational training—Vocational guidance—Workers' education—Agriculture—Home economics—Commercial education—Professional education—Civic education—Military and naval training—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of education: Recent publications.

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## NOTE

The following pages contain a classified and annotated list of current educational publications received by the library of the Bureau of Education during the first quarter of 1927, January to March, inclusive. The last preceding list in this series of records was issued as Bulletin, 1927, No. 2, and comprised publications received by the Bureau of Education to January 1, 1927.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

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## EDUCATIONAL HISTORY AND BIOGRAPHY

1. **Haas, Francis B.** One hundred fifty years of educational achievement in Pennsylvania. *Pennsylvania school journal*, 75: 313-18, January 1927.  
Address by the State superintendent of public instruction on November 6, 1926, during the observance of American education week at the Sesqui-centennial, at Philadelphia.
2. **Overman, William Daniel.** The origin and development of the high school in Ohio. *Ohio teacher*, 47: 198-200, 251-54, January-February 1927.

8. Priestley number of the Journal of chemical education. vol. iv, no. 2, February 1927.

This number contains historical material concerning the life and work of Joseph Priestley, his connection with the American chemical society, and story of Priestley house, etc.

4. Sarafian, K. A. The rise of universities during the Middle ages. *Education* 47: 385-402, March 1927.

5. Spell, Lota. The oldest school now existing in North America. *Catholic educational review*, 25: 25-35, January 1927.

The school referred to is the Primitive college of San Nicolas, at Patzcuaro Mexico, in the Sierra Madres.

6. Tigert, John J. Progress of American education. *National republic*, 14: 7-8, 50, March 1927.

"The story of the development of the American school system from Colonial days to the present time."

## CURRENT EDUCATIONAL CONDITIONS

### GENERAL AND UNITED STATES

7. Conference on education held at Bucknell university, Lewisburg, Pa., November 5 and 6, 1926. Proceedings, 1926. [Lewisburg, Pa.,] Bucknell university, 1927. 125 p. 8°. (Bucknell university bulletin. Series 26, no. 3, March 1927.)

Contains: 1. J. J. Tigert: Some tendencies in higher education, p. 8-13. 2. W. G. Chambers: The drag of higher education on educational progress, p. 14-27. 3. H. E. Gress: Use of tests and other organized data in scientific supervision, p. 27-34. 4. C. D. Cooper: The value of the practice school, p. 38-46. 5. W. O. Allen: The value of practice teaching, p. 46-50. 6. R. W. Haller: Informational material in the modern language syllabus, p. 82-88. 7. H. S. Everett: What the college expects of the high school teacher of mathematics, p. 100-5. 8. B. J. W. Templin: Laboratory mathematics in high school, p. 105-10. 9. E. M. Gress: Popularizing science, p. 119-25.

8. Illinois State teachers' association. Journal of the proceedings of the seventy-third annual meeting, held at Springfield, Illinois, December 28, 29, and 30, 1926. *Illinois teacher*, 15: 98-122, February 1927.

The entire number is devoted to the proceedings of this meeting.

9. Texas State teachers association. Proceedings of the forty-eighth annual convention, El Paso, November 25, 26, 27, 1926. *Texas outlook*, 11: 19-22, 24, March 1927.

The general theme of this meeting was Equalizing educational opportunity in Texas.

10. Commonwealth fund, New York City. Eighth annual report for the year 1925-1926. New York, 1 East 57th Street, February 1927. 82 p. plates. 8°.

Summary of the year's work in child welfare, education, etc.

11. Diels, P. A. *Op paedagogische verkenning. Studien over moderne onderwijsverschijnselen.* Groningen, den Haag, J. B. Wolters, 1927. 218 p. 8°.

A collection of studies of various modern aspects of education in Europe and America, by a prominent Dutch educator.

12. Engelhardt, Fred. . . . Survey report New Prague public schools, New Prague, Minnesota. Minneapolis, Minn, 1927. ix, 97 p. tables, diagrs. 8°. (*Bulletin of University of Minnesota*, vol. xxx, no. 2, January 12, 1927. *College of education. Educational monograph no. 11.*)

3. **Foote, Jno. M. and Robertson, M. S.** The public schools of East Feliciana parish. Issued by T. H. Harris, state superintendent of education. Baton Rouge, 1926. 50 p. tables. 8°. (On cover: Louisiana. Dept. of education. [Educational pamphlets] vol. II, no. 3, December 1926. Bulletin no. 15.)
4. **Garlin, R. E.** Giving publicity to State school surveys. Educational administration and supervision, 13: 109-16, February 1927.  
Reports the results of a study of school surveys in 21 states. Says that present-day State-wide school survey publicity is not carried on as efficiently as it might be.
5. **General education board.** Annual report of the General education board, 1925-1926. New York, The Board [1927] 65 p. tables. 12°. Contains reports on the general subjects of Colleges and universities, Medical education, Legal education, Art in industry, and Public education, and under these topics discusses special institutions in short paragraphs.
6. **Hart, Joseph K.** What price system? Survey, 57: 552-56, February 1, 1927.  
Discusses the public school system of Chicago, past and present, with emphasis laid on educational experimentation.
7. **Harvard university. Graduate school of education.** Education in twelve cape towns; a study for the Cape Cod chamber of commerce. Cambridge, 1925-26. [Norwood, Mass., Ambrose press inc., 1927.] x, 152 p. illus., tables., diags. 8°
8. **Horne, Herman Harrell.** Looking on in American education. Journal of the National education association, 16: 49-51, February 1927.
9. **Nebraska state teachers association. Research committee.** The inequality of educational opportunity in Nebraska. Lincoln, Neb., Nebraska state teachers association, 1926. 33 p. illus., tables. 8°. (Research bulletin no. 1, December 1926.)  
Members of Research committee: J. A. True, chairman; Amelia Wehrs.
10. **Richmond, Charles A.** Present educational discontents. North American review, 224: 67-77, March-April 1927.  
Contends, on the whole, that primary education has changed for the better, but that the improvement in secondary education has not been so obvious. Higher education, however, has taken on a too utilitarian basis.
11. **Snedden, David.** What's wrong with American education? Philadelphia [etc.] J. B. Lippincott company [1927] ix, 379 p. 12°. Dr. Snedden's criticism in this volume is directed toward the controlling purposes of the various forms of education in America. He makes constructive suggestions and shows a faith that American education is moving toward higher vocational usefulness and better civic behavior.
12. **Van Dyke, Henry.** Democratic aristocracy. Journal of the National education association, 16: 13-16, January 1927.  
Discusses its need, its quality, and its ideals, in an address before the Sesqui-centennial celebration of the founding of the Phi Beta Kappa at the College of William and Mary, Williamsburg, Va., November 27, 1926.

## FOREIGN COUNTRIES

23. **Blair, Sir Robert.** The education of the adolescent. Contemporary review, 131: 298-305, March 1927.  
Conditions in England described.
24. **Goldman, Golda M.** Significant phases of French commercial education. Educational review, 73: 150-53, March 1927.  
Describes the work of the School of higher commercial education for young girls in Paris.

25. Hill, Alex, ed. Third congress of the Universities of the empire, 1926. Report of proceedings. London, G. Bell and sons, ltd., 1926. xxviii + 270 p. 8°.
26. Hume, Edward H. Christian schools in China. *Nation*, 124: 341-4. March 30, 1927.
27. Iacuzzi, Alfred. The Italian elementary school reforms. *School and society*, 25: 74-76, January 15, 1927.  
The writer thinks "that 'Education by doing' is as evident as the most unluted 'new idealism' in recent Italian pedagogy."
28. Lischka, Charles N. Aspects of the "arbeitschule". *Catholic educational review*, 25: 20-24, January 1927.  
Bibliography: p. 24.
29. Münch, Paul Georg. Natürlich ist die schule schuld! Ein fröhliches bilderbuch für väter und mütter. Leipzig, Verlag der Dürr'schen buchhandlung, 1927. 143 p. illus. 12°.
30. Peddie, J. R. The Scottish universities. *Journal of education and School world* (London) 59: 93-95, February 1927.
31. Prezzolini, Giuseppe. School and church under fascism. *Survey*, 57: 709-10, 756, March 1927.  
Educational conditions in Italy described. The new program of elementary schools, says the writer, has "an intuitive (artistic) and religious basis."
32. Stewart, Kennedy. The problem of the Scottish universities. *Nineteenth century*, 101: 201-7, February 1927.
33. Sweet, Lennig. Wiping out illiteracy in China. *Current history*, 26: 53-58, April 1927.  
Discusses the "popular education" movement in China, founded and directed by Y. C. James Yen.
34. Vasconcelos, José and Gamio, Manuel. Aspects of Mexican civilization. Lectures on the Harris foundation, 1926. Chicago, Ill., The University of Chicago press [1926] ix, 194 p. 12°.  
The volume includes a lecture by Sr. Vasconcelos on Democracy in Latin America, and a lecture by Sr. Gamio on the Education of Indo-Hispanic peoples. The former is a one-time secretary of education of Mexico, and the latter has been director of the bureau of anthropology and sub-secretary of the department of education of Mexico.
35. Williams, L. A. Secondary school organization in England. Part II. *High school journal*, 10: 5-19, January-February 1927.  
The first part of this article appeared in the November-December, 1926, number.

#### INTERNATIONAL ASPECTS OF EDUCATION

36. Institute of international education. Seventh annual report of the director . . . New York, 1926. 27 p. 8°. (*Its Seventh series, Bulletin no. 2*, December 31, 1926.)

#### EDUCATIONAL THEORY AND PRACTICE

37. Avent, Joseph Emory. Beginning teaching. Knoxville, Tenn., Pub. by the author at the University of Tennessee, 1926. xiv, 599 p. tables, diagrs. 12°.  
This book is designed for beginning teachers, to point out to them at the beginning of their careers the excellences to achieve and the errors to avoid, with directions how these ends may be accomplished.

38. **Bode, Boyd H.** Modern educational theories. New York, The Macmillan company, 1927. xiv, 351 p. 12°. (The modern teachers' series, ed. by William C. Bagley.)

The author presents a critique of current educational theories, coupled with constructive suggestions.

39. **Courtis, Stuart A.** Evolution of modern educational ideals. *Platoon school*, 1: 10-17, January 1927. illus.

A speech delivered at the First national conference of the National association for the study of the platoon or work-study-play school organization, Washington, D. C., February 22, 1926.

40. **Cubberley, Ellwood P.** Why education in America is difficult. *Texas outlook*, 11: 14-17, February 1927.

A stenographic report of an address delivered before the Texas state teachers association, El Paso, November 25, 1926.

41. **Cutten, George Barton.** Leisure and education. *Playground*, 20: 601-5, February 1927.

42. **Davidson, William M.** Leisure and the school. *Playground*, 20: 607-11, February 1927.

43. **Hansl, Eva von B.** Choosing the school. Questions parents should ask when making the choice. *Children*, 2: 15-17, March 1927.

44. **Holley, Charles Elmer.** The practical teacher; a handbook of teaching devices. New York, The Century co. [1927] xvi, 306 p. 8° (The Century education series.)

Following a conspectus of the teacher's job, this book presents a summary and general comments on teaching devices.

45. **McMurry, Charles A.** My philosophy of education. *Peabody journal of education*, 4: 261-71, March 1927.

46. **Mann, C. R.** Cooperative education. *Educational record*, 8: 45-55, January 1927.

47. **Martin, Everett Dean.** The meaning of a liberal education. New York, W. W. Norton & company, inc. [1926] xi, 319 p. 8°.

The book contends that education is a spiritual revaluation of human life, with the task of reorienting the individual. Much as they differ, there is yet something which the educated have in common, an indefinable quality of spirit. The study strives from various avenues of approach to envisage this quality, which gives the meaning to a liberal education.

48. **Newlun, Chester.** Teaching by the unit method. *American educational digest*, 46: 203-5, January 1927.

Discusses the teaching procedure, general plans, classroom procedure, etc., in this method.

49. **Robertson, David A.** Standard terminology in education. *Educational record supplement*, 8: 3-31, January 1927.

Copies of this study may be obtained from the American Council on Education, 26 Jackson Place, Washington, D. C.

50. **Bowell, Elizabeth.** Conversations on the value of an education. *Washington education journal*, 6: 200-201, March 1927.

Conversations: I, In a store; II, In a doctor's office; III, On a street car.

51. **Selvidge, B. W.** The teacher's plan. *Industrial arts magazine*, 16: 79-82, March 1927.

"What do I expect my pupils to be, to know, and to be able to do, at the end of the year, as a result of their experience and my teaching in this subject?"

52. **Sherwood, Henry Noble.** Equality of educational opportunity. *Indiana university alumni quarterly*, 14: 25-34, January 1927.

53. **Thomas, Frank W.** Principles and technique of teaching; an introduction to the study of the teaching art. Boston, New York [etc.] Houghton Mifflin company [1927] xxiv, 410 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)
54. **Waples, Douglas.** The best-answer exercise as a teaching device. *Journal of educational research*, 15: 10-26, January 1927.
55. **Woodrow, Herbert.** The effect of type of training upon transference. *Journal of educational psychology*, 18: 159-72, March 1927.  
Deals with the possibility of teaching a general technique of memorizing.

### EDUCATIONAL PSYCHOLOGY; CHILD STUDY

56. **Benson, Charles E. and others.** Psychology for teachers; by Charles E. Benson, James E. Lough, Charles E. Skinner, Paul V. West. Boston, New York [etc.] Ginn and company [1926] x, 390 p. illus., tables, diags. 12°.  
The aim of this book is not to cover the entire field of psychology, but rather to present the facts of psychology which teachers can use in their work. Chapters are included dealing with mental efficiency, statistical methods for teachers, and mental hygiene.
57. **Blanton, Smiley and Blanton, Margaret Gray.** Child guidance. New York, London, The Century co. [1927] xviii, 301 p. 8°.  
This book aims to impart a knowledge of the present philosophy of child behavior, and also a definite correlation of this philosophy with the practical details of child-training. The work is based on practical experience with children from the great mid-ground called normal.
58. **Horn, Madeline Darrough.** Selected bibliography on Children's vocabularies. *Childhood education*, 3: 316-19, March 1927.
59. **Neill, A. S.** The problem child. New York, Robert M. McBride & company [1927] 256 p. 12°.  
The author of this book is a well-known English educator who abandoned teaching a few years ago to specialize in child psychology, and then started a school of his own for "difficult" children. From the results of his practical experience he discusses numerous aspects of his work which are suggestive for others dealing with similar problems.
60. **Reed, Homer B.** Psychology of elementary school subjects. Boston, New York [etc.] Ginn and company [1927] x, 481 p. tables, diags. 12°.
61. **Watson, Goodwin B.** A supplementary review of measures of personality traits. *Journal of educational psychology*, 18: 73-87, February 1927.
62. **Wills, Elbert Vaughan.** The need for a social psychology of education. *Education*, 47: 257-71, January 1927.
63. **Worcester, Dean A.** The wide diversities of practice in first courses in educational psychology. *Journal of educational psychology*, 18: 11-17, January 1927.

### PSYCHOLOGICAL TESTS

64. **Biddle, Anna E.** Low I. Q's in the high school. *School review*, 35: 134-46, February 1927.  
Study based on a scientific investigation of the girl in the South Philadelphia high school for girls, made in 1923.
65. **Billett, R. O.** Another principal's views on intelligence tests. *American school board journal*, 74: 47-48, February 1927. tables.  
Discusses the purpose of intelligence tests, group tests, pupils grouped on basis of mental ability, homogeneous grouping, etc.
66. **Brooks, Fowler D.** The accuracy of intelligence quotients from pairs of group tests in the junior high school. *Journal of educational psychology*, 18: 173-86, March 1927. tables.

67. **Davis, Emily C.** Geniuses of history get intelligence ratings. *Science news-letter*, 10: 177-78, 183-84, December 18, 1926.

Describes a study made by Dr. Catharine M. Cox, assisted by Dr. Lewis M. Terman, of 300 of the world's most famous men and women, from 1450-1850. Intelligence ratings were given to those geniuses where evidence was found as to their childhood and early life in the libraries that were searched, by comparing them with the children of today. The findings have been published recently at Stanford university.

68. **Manson, Grace E.** A bibliography of the analysis and measurement of human personality up to 1926. Washington, D. C., National research council, 1926. 59 p. 8°. (National research council. Reprint and circular series, no. 72.)

69. **Merriman, Curtis.** Coaching for mental tests. *Educational administration and supervision*, 13: 59-64, January 1927.

The writer thinks that there is a positive gain from coaching a group of college students, and a positive effect upon student placement, giving tabular material illustrating these points, and others.

70. **Michael, William and Crawford, C. C.** An experiment in judging intelligence by the voice. *Journal of educational psychology*, 18: 107-14, February 1927.

Says it has been found that inflection, or the pattern of pitch changes in the voice, is a reasonably good measure of ability.

71. **Ohlson, David.** School marks vs. intelligence rating. *Educational administration and supervision*, 13: 90-102, February 1927.

A study of the marks of 506 graduates of the Everett, Wash., high school, to determine the correlation between their intelligence scores in the Terman group test and their marks received in high school.

72. **Whipple, Guy M.** Sex differences in intelligence-test scores in the elementary school. *Journal of educational research*, 15: 111-17, February 1927. diags.

### EDUCATIONAL TESTS AND MEASUREMENTS

73. **Herron, John S.** The misuse of educational measurements. *Bulletin of the Department of elementary school principals*, 6: 73-80, January 1927.

74. **Indiana university.** School of education. Conference on educational measurements. Thirteenth annual conference on educational measurements, held at Indiana university, April 16 and 17, 1926. Bloomington, Ind., Pub. by Bureau of cooperative research, Indiana university, 1926. 103 p. 8°. (*Bulletin of the School of education, Indiana university*, vol. 2, no. 5, May 1926.)

Contains: 1. S. A. Courtis: The nature and organization of supervision, p. 3-11. 2. S. A. Courtis: The evolution of modern educational ideals, p. 12-24. 3. S. A. Courtis: The influence of nature and nurture upon test scores, p. 25-41. 4. H. N. Sherwood and J. D. Russell: Education in Indiana in the light of research, p. 42-55. 5. J. K. Norton: Comparison of the ability of the State to support education, p. 56-64. 6. H. H. Young: Age, grade, and intelligence test distribution of children, p. 65-72. 7. H. F. Clark: Measuring the ability of the poor township to support schools, p. 73-78. 8. W. W. Wright: A cooperative project, p. 80-89. 9. Z. M. Smith: A test of animal husbandry, p. 90-103.

75. **Van Wageningen, M. J.** Educational diagnosis and the measurement of school achievement. New York, The Macmillan company, 1926. viii, 276 p. tables, diags. (partly fold.) 8°.

It is claimed that by the technique which has been developed and is outlined in this book an achievement survey can be made quite as well by the local school people themselves as by outside experts.



## EDUCATIONAL RESEARCH

76. Southwestern educational research and guidance association. 1926 year-book . . . Ed. by Willis W. Clark. Los Angeles, Calif., Pub. by Research service co., 1926. 48 p. 8°.
- Contains: 1. V. A. C. Henmon: Problems in the psychology of learning, p. 11-13. 2. F. C. Tounton: Achievements of California high school seniors in reading comprehension, vocabulary and spelling, p. 19-23. 3. V. A. C. Henmon: Prognosis of ability in school subjects, p. 24-26. 4. Elizabeth T. Sullivan: Research in relation to child training, p. 27-31. 5. G. M. Hoyt: Some factors affecting the development of tests for use in vocational guidance, p. 32-34.
77. Chapman, H. B. Bureaus of educational research in the United States. Educational research bulletin (Ohio state university) 6: 7-9, January 5, 1927.
78. Lester, John A. A bureau of research for the independent secondary schools. School and society, 25: 344-46, March 19, 1927.
79. Stockwell, Frederick E., *chairman*. Report of the committee on educational surveys. Christian education, 10: 371-77, March 1927.
- Discusses surveys in the way of college activities, theological education, the liberal college, etc.

## INDIVIDUAL DIFFERENCES

80. Bryan, D. B. Sectioning of students on basis of ability. High school journal, 10: 35-40, January-February 1927.
- Presented before the North Carolina college conference at Durham, November 24, 1926.
81. Lewis, E. E. An administrative appraisal of programs for individualizing instruction. Educational research bulletin (Ohio state university) 6: 133-38, March 30, 1927.
- Read before the Dallas meeting of the Department of Superintendence, Section C, Tuesday, March 1, 1927.
82. Perkins, Haven P. The critical spirit—Individual instruction. Harvard alumni bulletin, 29: 651-55, March 10, 1927.
- "Individual instruction is the only kind of teaching which can foster systematic independent study."
83. Richards, Esther L. Case studies of individual differences in school children. Baltimore bulletin of education, 5: 61-65, December 1926; 104-8, February 1927.
- Discusses the subjects of day-dreaming, laziness, etc., in school children. To be continued.
84. Van Wagenen, M. J. The effect of homogeneous grouping upon the quality of work of superior children. Journal of educational method, 6: 240-47, February 1927. tables.

## SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

## PROJECT METHOD

85. Dickson, Ethel. An Indian project and its correlations. Chicago schools journal, 9: 146-48, December 1926.
- A project in the study of Indians in the Field museum, Chicago.
86. Shirling, A. E. Project method applied to nature study in the elementary school. Journal of educational method, 6: 216-23, January 1927.

## VISUAL INSTRUCTION

87. Eccles, August K. Visual instruction in classes for sub-normal children. Training school bulletin, 23: 306-9, February 1927.

88. Greywacz, Mrs. Kathryn B. State museum's lending collections. *New Jersey journal of education*, 16: 7-8, 24, March 1927. illus.

The New Jersey state museum lends to the schools of the state, lantern slides, motion picture films, charts, stereographs, natural history cases and pictures, covering a large range of subjects.

89. Helfer, Edith. Some advantages and disadvantages in using the visual instruction method. *New York state education*, 14: 300-5, January 1927.
90. Montague, Joseph Franklin. Motion pictures and medicine. *New York university alumnus*, 7: 11-12, March 2, 1927.

Also in *Annals of the American academy of political and social science*, 128: 139-42, November 1926.

91. Peel, Arthur J. Statistically speaking vs. pictorially presenting. *American school board journal*, 74: 63-64, 162, March 1927. diags.
92. Pitkin, Walter B. Wholesome and harmful motion pictures for children. *Children*, 2: 38, 40, March 1927. illus.
93. Smith, Mildred S. Visual instruction in Detroit public schools. Teaching reading with stereographs and slides. *Educational screen*, 6: 123-26, March 1927.
94. Whittinghill, W. W. Visual education in Detroit public schools. Telescopic service in visual educational departments. *Educational screen*, 6: 13, 57, January 1927.

#### DALTON PLAN

95. Norton, Helen C. The Dalton laboratory plan in stenography. *Journal of commercial education*, 56: 44-47, February 1927.

#### PLATOON SCHOOL

96. Ketner, Sarah P. The functions and activities of the auditorium in a platoon school. *Colorado school journal*, 42: 18-21, March 1927.

The word "auditorium" is used to mean the unifying agency—the assembling or joining together department. A number of auditorium activities are given.

97. Phillips, Rose. Philosophy and administration of the auditorium. *Platoon school*, 1: 22-27, January 1927. illus.

An address delivered at the first National conference of the National association for the study of the platoon or work-study-play school organization, Washington, D. C., February 23, 1926.

98. Wirt, William. Creating a child world. *Platoon school*, 1: 4-7, January 1927. illus.

The illustrations are of the platoon type of schools in Gary, Indiana.

#### STORY TELLING

99. Lockwood, Ina. The value, selection, and use of stories as a feature of general school work. *Journal of the Minnesota education association*, 7: 73-75, March 1927.

Bibliography: p. 75.

#### SPECIAL SUBJECTS OF CURRICULUM

##### READING

100. Gray, William S. A study of ways and means of reorganizing and improving instruction in reading. *Journal of educational research*, 15: 166-75, March 1927.

Describes the investigations of the Research committee of the Commonwealth fund, and the special study of reading by the schools of Rock Island, Wilmette, and Evanston, Ill.

101. Gray, William S. Summary of reading investigations (July 1, 1925, to June 30, 1926). *Elementary school journal*, 27: 456-66, 495-510, February, March 1927.

The first and second papers of series. Discusses relation of mental age to achievement in reading; relation of reading ability to scholastic achievement; methods of teaching reading; phonetics; vocabulary studies; tests, etc. The first paper contains an elaborate bibliography, with annotations.

102. ——— Training and experience that prepare for reading. *Childhood education*, 8: 210-14, January 1927.
103. Lester, John A. How one woman taught five hundred children to read. *American childhood*, 12: 13-17, 64, January 1927. illus., diagrs.  
An account of the work of Miss Mackinder and her ten-room primary school in London.
104. Monroe, Walter S. The high school's responsibility for teaching reading. *Chicago schools journal*, 9: 241-45, March 1927.

"The results of silent reading tests show that many high school students are poor readers."

#### SPELLING

105. Bolker, Edna. Spelling in intermediate grades. *Baltimore bulletin of education*, 5: 81-83, January 1927.
106. Yoakam, Gerald Alan. A cooperative experiment in word pronunciation. *University of Pittsburgh school of education journal*, 2: 49-55, January-February 1927.

Discusses the first thousand words of the Thorndike word list that children learn to pronounce during the first year, and other questions.

#### ENGLISH AND COMPOSITION

107. Dallam, M. Theresa. Précis writing. *Baltimore bulletin of education*, 5: 117-18, February 1927.

The writing of an abstract or summary.

108. Gilman, Wilbur E. The English language in its relation to the teaching of composition. *English journal*, 16: 15-24, January 1927.

This article, although addressed particularly to college teachers, applies almost equally well to high-school instructors.

109. Haig, Anna F. St. Cloud's better-speech year. *English journal*, 16: 129-33, February 1927.

110. [Home reading for the English classes] Report of subcommittee on English. *North central association quarterly*, 1: 445-66, March 1927.

This is a list of books classified under the subject, and by grades in the junior and senior high school. The committee is composed of a number of librarians and high school principals, and the study is the result of a questionnaire sent to high school principals in the Association.

111. Hopper, A. M. The improvement of language instruction in the elementary grades. *Journal of the Louisiana teachers association*, 4: 12-15, March 1927.

112. Leonard, Sterling Andrus. English teaching faces the future. *School and society*, 25: 60-64, January 15, 1927.

Address of the president of the National council of teachers of English, Philadelphia, November 26, 1926.

Also in *English journal*, 16: 2-9, January 1927.

113. Morse, William E. Stanford expressions. *American speech*, 2: 275-79, March 1927.

The list comprises expressions heard or seen for the first time by the compiler, during eighteen months at Stanford university.

114. **Peterkin, L. Denis.** The new plan of honors in English. Harvard alumni bulletin, 29: 465-68, January 27, 1927.
115. **Symonds, Percival M., and Penney, Edith M.** The increasing of English vocabulary in the English class. Journal of educational research, 15: 93-103, February 1927.  
An experiment conducted with a class, having 15 members, in the ninth grade of the Horace Mann school for girls.
116. **Thomas, Charles Swain.** A bibliography of tests in English for junior and senior high schools. English leaflet, 26: 34-45, March 1927.  
The tests given include composition tests, grammar tests, language tests, literature tests, punctuation tests, reading tests, spelling tests, vocabulary tests, and a new test for teachers.
117. **Ward, Ethel G.** The bewildered teacher of English. Educational review, 73: 86-89, February 1927.  
Discusses the problems of the high school teacher of English, and offers help.
118. **Webster, Edward Harlan and Smith, Dora V.** Teaching English in the junior high school. Yonkers-on-Hudson, N. Y., World book company, 1927. xi, 404 p. 8°.  
The basic contribution of this book to the solution of the problems of English teaching lies in its exposition of the use of the group method for all phases of language instruction.

## ANCIENT CLASSICS

119. **Bonner, George H.** The advantages of a classical education. Nineteenth century, 101: 97-109, January 1927.
120. **Horn, Annabel.** Holding the student to the four-year course in Latin. Classical journal, 22: 427-37, March 1927.

## MODERN LANGUAGES

121. **Friedl, Berthold C.** A study in foreign language prognosis. Modern language journal, 11: 298-314, February 1927.  
"The mortality among students of certain subjects in high school and college has made school administrators cautious about encouraging all types of students to enroll in these courses."
122. **Kinne, Constance.** A course on French customs as an aid to the study of French. Modern language journal, 11: 320-26, February 1927.  
Bibliography: p. 324-26.
123. **Renshaw, Gladys Anne.** The use of "Realia" in the teaching of French in our secondary schools. Modern language journal, 11: 353-58, March 1927.
124. **Rowen, Lorene.** Directed study in French. School review, 35: 222-26, March 1927.  
"The greatest advantage of this method lies in the fact that it gives each pupil ample opportunity to accomplish as much as he is actually capable of doing, regardless of maximum or minimum requirements."
125. **Scott, Kenneth.** A study of the grades of students at the University of Wisconsin with reference to preparation in foreign languages. Classical journal, 22: 370-79, February 1927.

## MATHEMATICS

126. **Brueckner, L. J.** Certain arithmetic abilities of second-grade pupils. Elementary school journal, 27: 433-43, February 1927.  
Says that pre-tests should be used as a basis for grouping children in primary arithmetic according to their ability.

127. **Buckingham, B. B.** Arithmetic at the cross-roads. Catholic school interests, 5: 437-39, 487-88, 505, February, March 1927.  
Also in Educational bulletin, (Ohio state university) January-February 1927.
128. **Davis, Alfred.** Interest of pupils in high school mathematics and factors in securing it. Mathematics teacher, 20: 26-38, January 1927.
129. **Judd, Charles Hubbard.** Psychological analysis of the fundamentals of arithmetic. Chicago, Ill., The University of Chicago [1927] x, 121 p. illus., tables. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, no. 32, February 1927.)  
The investigations reported in this monograph deal with the mental processes of adults and children when they are counting or making the simpler number combinations.
130. **Myers, G. W.** Slogans in the teaching of arithmetic. School science and mathematics, 27: 144-48, February 1927.
131. **National council of teachers of mathematics.** The second yearbook. Curriculum problems in teaching mathematics. New York City, Teachers college, Columbia university, 1927. 297 p. 8°. This yearbook is divided into three parts, the first being devoted to arithmetic, the second to junior high school mathematics, and the third to senior high school mathematics.
132. **Beeve, W. D.** Objectives in teaching intermediate algebra. Mathematics teacher, 20: 150-60, March 1927.
133. **Schorling, Raleigh, Clark, John B. and Lindell, Selma A. . . .** Instructional tests in algebra with goals for pupils of varying abilities. Yonkers-on-Hudson, N. Y., World book company, 1927. viii, 72 p. 12°.
134. **Taylor, E. H.** The use of problems in teaching elementary algebra. Mathematics teacher, 20: 101-11, February 1927.

## SCIENCE

135. **Barber, Zay.** Objectives as determining factors for making a course of study in junior high school science. General science quarterly, 11: 79-94, 149-68, January-March 1927.  
To be continued.
136. **Beamer, Henry G. and Buckner, C. A.** The status of biology in secondary schools. University of Pittsburgh school of education journal, 2: 55-60, January-February 1927. tables.
137. **Bowman, R. E.** A secondary course in industrial chemistry. Journal of chemical education, 4: 346-54, March 1927.
138. **Garner, Edith.** A study of chemistry examination questions given by various states and cities in the Middle West and East. School science and mathematics, 27: 140-43, February 1927.
139. **Harap, Henry.** What should science teaching accomplish? School science and mathematics, 27: 60-69, January 1927.
140. **Jackson, Walter M.** What sort of chemistry should be taught in the high school? Journal of chemical education, 4: 58-65, January 1927.
141. **Lunt, Joseph B.** The science of common things. General science quarterly, 11: 169-83, March 1927.

A series of talks on the radio for boys and girls: I. What do the blazing logs say? II. A green leaf—the food factory of the world. III. Heat, the great traveler. IV. The merry dance of electrons.

142. **Peters, Chester J.** An evaluation of a reorganization of the present core of subject matter in high school physics. *School science and mathematics*, 27: 172-82, February 1927. tables.  
Summarizes the study in five outstanding conclusions.
143. **Strong, R. K.** The science work of the high school student from the college viewpoint. *School science and mathematics*, 27: 28-33, January 1927.  
Read before the division of science and mathematics of the Oregon state teachers' association, December, 1925.
144. **Swenson, David F.** The proposal to limit science teaching by law. *Journal of the Minnesota education association*, 7: 41-42, February 1927.

## NATURE STUDY

145. **Broderick, Winifred D.** Forestry—an eighth grade project. *Journal of geography*, 26: 86-91, March 1927.  
Work to be done in showing conservation of forests, and the work of the Bureau of Forestry.
146. **Gallup, Anna.** A children's museum at work. *Playground*, 20: 674-75, 677-78, March 1927.  
Describes the Children's museum in Brooklyn, the Insect room, Mineral room, Geography room, History room, etc., and the attempt to give city children true concepts of the real world.
147. **Mather, Stephen Tyng.** National parks as educational centers. *National republic*, 14: 33-34, 60-61, February 1927. illus.  
"The National parks of the United States now are field laboratories for the definite study of nature, as well as ideal places for recreation."
148. **Payne, John Barton.** Parks and forests as schools. *Journal of the National education association*, 16: 79-82, March 1927. illus.  
Discussion of state parks by the chairman of the National conference on state parks, Washington, D. C.
149. **Peoples, Elizabeth K.** The National education association nature-study curriculum. *Childhood education*, 3: 304-13, March 1927. illus.
150. **Ricker, P. L.** Preserving the wild flowers. *Nature magazine*, 9: 97-100, February 1927.  
Illustrated by colored plates.
151. **Whitley, Mrs. Francis E.** Outdoor good manners. *Midland schools*, 41: 181, 183, February 1927.  
Discusses forestry and natural scenery conservation, and teaching it to the school children.
152. Window gardens for city schools. *Teachers monographs*, 34: 87-90, March 1927.  
A plan for nature-study.

## GEOGRAPHY

153. **Branom, M. E.** The Branom practice tests in geography. *Cooperative school bulletin*, 5: 7, 12, January 1927.  
Discusses the advantages of tests in geography, and gives instructions for their use.
154. **Broening, Angela M.** The laboratory plan of teaching geography. *Journal of geography*, 26: 99-104, March 1927.  
A plan evolved from a knowledge of the Dalton and Winnetka plans.
155. **Finley, Thomas H.** A plea for high school geography. *School science and mathematics*, 27: 149-54, February 1927.

156. Hult, Selma A. and Waters, Nancy M. Background for the study of industrial geography. *Journal of geography*, 26: 65-74, February 1927.
157. Knight, Ella B. Supplementary geographical literature for the elementary and junior high school grades. *Journal of geography*, 26: 94-99, March 1927.  
Discusses fiction and books of travel, geographical readers, geographies of commerce and industry, work books, state geographies, etc.
158. Bayland, Fannie J. Teaching junior-high school geography through current problems. *High school*, 4: 94-98, February 1927. diagra.
159. Reeder, Edwin H. The spirit of modern geography teaching. *Teachers college record*, 28: 445-52, January 1927.
160. Stull, DeForest. Modern school geography: its nature, aims, and relationships. *Teachers college record*, 28: 453-66, January 1927.  
Bibliography: p. 465-66.
161. Tryon, R. M. Historical material of a geographic nature suitable for history classrooms and laboratories. *Historical outlook*, 18: 124-29, 131-32, March 1927.
162. Washington, Mary J. Gateways of the world: a geography pageant. *Journal of geography*, 26: 57-65, February 1927.  
Bibliography: p. 64-65.

#### SOCIAL STUDIES

163. Barr, A. S. Vitalizing the teaching of American history. *Wisconsin journal of education*, 59: 230-33, February 1927.
164. Dawson, Edgar. Why social studies? *Educational review*, 73: 136-43, March 1927.  
Says that social studies should result in four things, viz: knowledge; understanding; respect for trained leadership and authority; and faith in the future of our race.
165. Experiments with a unified social science course. *Education bulletin* (Trenton, N. J.) 13: 205-14, February 1927.  
Discusses "fusion" courses, practical aspects, etc.
166. Glick, Annette. Making history real. A guide to materials for vitalizing and visualizing history. *Historical outlook*, 18: 29-37, 64-82, January-February 1927.  
Deals with wall charts, railroad posters, stereographs, slides and still-films, flat prints, etc.
167. Goodier, Floyd T. The Rugg plan of teaching history. *Chicago schools journal*, 9: 206-10, February 1927.  
Read before the social science section at the High-school conference of the University of Illinois, November 19, 1926.
168. Hatch, B. W. and Stull, DeForest. A unit fusion course in the social studies for the junior high school. *Teachers college record*, 28: 467-80, January 1927.
169. Krey, A. C., *chairman*. History and other social studies in the schools. [n. p.] 1926. 43 p. 8°.  
Report of a committee, submitted to the Council of the American historical association, December 1926.  
Also in *Historical outlook*, 18: 110-22, March 1927.
170. Lawrence, Henry W. How much truth in history? *Advocate of peace*, 89: 171-74, March 1927.

171. **Malin, James C.** The status of the historical and social science in Kansas high schools. *Kansas teacher*, 24: 11-14, 16-17, March 1927.

Discusses subjects offered for college entrance, courses and textbooks adopted for the next five years, the certification of teachers, etc.

172. **Pankratz, Walter C.** Making history interesting to high-school students. *Education*, 47: 344-61, February 1927.

Discusses the problem of overcoming the lack of interest in history; locating the causes of lack of interest; and methods of arousing greater interest in the subject.

173. **Pierce, Bessie Louise.** Public opinion and the teaching of history in the United States. New York, Alfred A. Knopf, 1926. xi, 380 p. 8°.

This study purposes to give an historical account of some of the attempts to control the teaching of history in our public schools. It first traces the legislative control of this subject from colonial times on, culminating with the effect of the World War on this legislation and resulting disloyalty charges against teachers. The activities of various propagandist agencies in attempting to control history textbooks are next taken up.

174. **Rothwell, C. E.** The use of supplementary materials in teaching the social studies. *High school*, 4: 81-85, February 1927.

175. **Stetson, F. L. and Wooton, F. C.** A study of the social science teachers in Oregon high schools, 1925-26. *Educational administration and supervision*, 13: 73-84, February 1927.

176. **Van Wageningen, M. J.** The college freshman's range of information in the social sciences. *School review*, 35: 32-44, January 1927.

Says that as compared with elementary-school pupils, college freshmen have a relatively narrow range of information in both American history and geography.

#### MUSIC

177. **Baxter, W. K.** Public school instrumental music. *Ohio teacher*, 47: 303-4, March 1927.

178. **Boicourt, Blaine.** Books for the supervisor. *School music*, 28: 15, 17, 19, January-February 1927.

A list of books and periodicals arranged by subject, desirable for supervisors and teachers of public school music.

179. Creative expression through music. *Progressive education*, 4: 1-59, January-February-March 1927.

The whole number is devoted to the subject, with articles by T. W. Surette, A general view of music education for children; Katherine K. Davis, Experiments in melody making; Harriet A. Seymour, Creative expression in music; Elizabeth Newman, A rational approach to music teaching; S. N. Coleman, Creative experience through making musical instruments; Ruth Dolng, Rhythmic, etc.

180. **Gehrkens, Karl W.** The influence of school music on music education in America. *School music*, 28: 8-9, 11, 13, March-April 1927.

181. **Hanson, Herdis P.** Singing in the primary grades. *School and home*, 10: 14-17, January 1927.

182. **Laing, H. E.** Organizing a band in the small high school. *American schoolmaster*, 20: 21-28, January 15, 1927.

Continued from November, 1926.

Describes the organization, balance of parts, harmony, financing the band, and instructing and perpetuating the organization.

183. **Lawrence, E. W.** How to start a school orchestra. *Music and youth*, 2: 153, February 1927.

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184. **Music from the point of view of the general educator: A symposium.** By Professors David Eugene Smith, Freder'ck G. Bonser, Emma H. Gunther, and Mary T. Whitley. *Teachers college record*, 28: 663-78, March 1927.
185. **Russell, Alexander.** Current developments in music. *Princeton alumni weekly*, 27: 539-42, February 11, 1927.  
With comment upon the jazz mania, motion picture, radio, and the uses of each.
186. **Sherwood, H. N.** Character education through music. *School and society*, 25: 124-28, January 29, 1927.

## ART EDUCATION

187. **The aim of art teaching in the public schools.** *Bulletin of high points in the work of the high schools of New York city*, 9: 32-40, January 1927.  
A paper presented by the chairman of Bushwick high school.
188. **American art annual.** vol. xxiii. For the year 1926. Washington, D. C., The American federation of arts, [1927] 613 p. illus., front. 8°.  
Contains: The year in art, p. 9-23; Museums, associations and societies, p. 25-274; Schools of art, p. 275-332; Directory of art museum workers, p. 459-87; Directory of craftsmen, p. 489-567; Who's who among art dealers, p. 568-79; etc.
189. **Boas, Belle.** Creative art teaching. Is it in line with modern educational theories? *Teachers college record*, 28: 723-28, March 1927.
190. **Brewster, Kate L.** A public-school art society. *Educational review*, 73: 148-50, March 1927.  
A discussion of some worth-while pictures for schools. The writer says "The Chicago public-school art society, 410 South Michigan Avenue, Chicago, will gladly furnish lists of suitable pictures and names of publishers from whom they may be obtained."
191. **Cox, George J.** Shall we have intelligence tests in art? *Teachers college record*, 28: 690-95, March 1927.
192. **Developing art appreciation in kindergarten, first and second grades.** *American childhood*, 12: 23-29, March 1927.
193. **Henry C. Frick educational commission.** . . . Youth and the beautiful. (2d edition.) Pittsburgh, Pa., Henry C. Frick educational commission [1926.] 80 p. 16°. (School betterment studies. vol. 1, no. 1.)
194. **Youngquist, A. M.** The study of architecture in the high schools. *Industrial-arts magazine*, 16: 45-47, February 1927. illus.  
The author thinks "the study of architecture in our high schools offers a splendid opportunity for originality and inspiration in its presentation and scope."

## DRAMATICS AND ELOCUTION

195. **Becher, Edmund T.** Shall the audience decide? *English journal*, 16: 203-12, March 1927.  
Discusses the manner of judging debates in the scholastic debate system.
196. **Our own United States.** A pageant produced by pupils and teachers of the Highland school, Salem, Oregon. *Oregon teachers' monthly*, 31: 1-4, February 1927.  
This play, suitable for Washington's birthday, or Memorial day, was written by 5th and 6th grade pupils of Highland School, Salem, Oregon, directed and supervised by two of the teachers, and played by the entire school.
197. **Overton, Grace Sloan.** The choice of plays for special days of the church. *Religious education*, 22: 164-68, February 1927.
198. **Simon, Clarence T.** Laboratory courses for advanced undergraduates. *Quarterly journal of speech education*, 13: 7-15, February 1927.  
Discusses a voice and speech laboratory.

199. **Smith, Faith E.** The use of drama in religious education. Theatre and school, 5: 16-20, February 1927.

Gives a list of books on the subject, also a list of plays to be used.

200. **Tobey, Frances.** Modern plays. Some aspects of recent and contemporary drama. Greeley, Colo., Colorado state teachers college, 1926. 29 p. 8°. (Colorado state teachers college bulletin, series xxvi, number 3.)

Gives a list of plays, with authors, classified under the headings: The social order, Social satire, Domestic relations, Outside the marriage bond, The life force, Some aspects of age and sex, Art and life, Strivings, triumphs, and defeats of the spirit, Allegories of life and death, and A few helpful reference books.

#### HANDWRITING

201. **Hertzberg, Oscar Edwards.** A comparative study of different methods used in teaching beginners to write. Teachers journal and abstract, 2: 215-19, March 1927.

202. ———. The interest factor as related to methods of introducing beginners to writing. Journal of educational research, 15: 27-33, January 1927.

#### SAFETY

203. Safety education. Georgia state school items, 3: 2-59, December 1926.

This edition of the periodical was prepared by Miss Lurline Parker, of the Georgia state college for women, under the direction of the State department of education.

204. **Streitz, Ruth.** Safety education in the elementary school; a technique for developing subject matter. New York, National bureau of casualty and surety underwriters, 1926. vii, 142 p. tables, diagrs. 8°. (Publications of the National bureau of casualty and surety underwriters. Educational series, vol. 1.)

Thesis (Ph. D.)—Columbia university, 1926.

On the basis of an actual survey of the conditions surrounding a particular school in New York city, Dr. Streitz has developed in this volume the subject matter for a course of study in safety education for the first eight grades, analyzed from the standpoint of objectives, learnings, activities, and outcomes.

#### THRIFT

205. **Froula, V. K.** Thrift and school savings. Washington education journal, 6: 133-34, 147, January 1927.

Describes a thrift project in Roosevelt high school, Seattle, Wash.

206. **Grimshaw, Russell C.** Is the school bank worth while? Educational review, 73: 161-67, March 1927.

Concludes that the school bank is a decided success.

207. **Gruenberg, Sidonie Matsner.** Money: training children in its use. Children, 2: 9-11, March 1927.

"The child should have experience in earning money as well as spending it."

208. **MacMaster, James.** Thrift. New Jersey journal of education, 16: 5-8, January 1927.

#### JOURNALISM

209. **Allen, Eric W.** Journalism as applied to science. Journalism bulletin, 4: 1-7, March 1927.

"This paper is an attempt to prove that our four year courses as at present administered do not furnish, and cannot furnish, a unified professional training, and further, that even with the addition of one year or two years of graduate work as at present conceived they do not furnish a professional training that is likely to make any great difference in the newspaper world." The basis of this discussion is the "results of several years of pioneering and experimental work at the University of Oregon."

210. Hyde, Grant M. Raising the quality of students. *Journalism bulletin*, 4: 15-22, March 1927.

This discussion involves two aspects—how to separate the fit from the unfit; and how to make the fit a little more fit for a career in journalism.

#### PRINTING

211. Wackman, C. A. The growth of printing instruction. *American schoolmaster*, 20: 101-4, March 1927.

#### KINDERGARTEN AND PRE-SCHOOL EDUCATION

212. Cope, Evelyn D. Training the pre-school child in obedience. *Child-welfare magazine*, 21: 241-43, January 1927.

Gives questions for study, and references for further reading.

213. A kindergarten-primary five-foot bookshelf. By Lucy Wheelock, Patty Smith Hill, Harriet M. Mills, Edna D. Baker, Harriot H. Jones, Mary C. Mills, Eliza A. Baker. *Childhood education*, 12: 31-35, 65, January 1927.

This bibliography has been arranged under subject headings, by title, but not alphabetically.

214. McMillan, Margaret. The nursery school in organic education. *American childhood*, 12: 5-7, February 1927.

The writer is director of the Rachel McMillan Training Center, London.

215. Pechstein, L. A. and Jenkins, Frances. *Psychology of the kindergarten-primary child*. Boston, New York [etc.] Houghton Mifflin company [1927] xvi, 281 p. tables, diagrs. 12° (Riverside textbooks in education, ed. by E. P. Cubberley.)

The authors believe that in the past five years the discovery of psychological facts of child life has been so extensive, and their application in the best kindergarten-primary schools has been carried so far, that a new contribution based upon applied psychology is warranted.

216. Sloman, Laura Gilmore. *Some primary methods*. New York. The Macmillan company, 1927. ix, 293 p. illus. 8°.

A high conception of teaching service is here presented by a primary teacher and supervisor of long experience. Practical suggestions are offered regarding the teacher's own attitude to the work, and methods are described in projects or class activities, study seat work, and in the special subjects of the curriculum.

#### ELEMENTARY EDUCATION

217. Brueckner, L. J. A study of time allotments in the Minneapolis elementary schools. *Journal of educational method*, 6: 282-87, March 1927. tables.

218. Clark, B. C. Planning early for graduation in the grammar school. *Primary education-Popular educator*, 44: 520-21, March 1927.

A brief discussion of plans desirable for the closing-day exercises.

219. Flowers, Ida V. The duties of the elementary school principal. *Elementary school journal*, 27: 414-22, February 1927.

In view of the data presented, the author says that the average principal is finding it impossible to devote 50 or 60 per cent of his time to supervision as other writers urge.

220. Principles underlying "seat work." *Connecticut schools*, 8: 10-13, February 1927.

This statement of principles was prepared by Dr. Bessie Lee Gambrill, Associate professor of elementary education at Yale university.

221. Rathiff, Harriett E. Progress in elementary education. *Michigan educational journal*, 4: 278-81, January 1927.

Address delivered at the Elementary division meetings in the fifth and sixth Michigan education association districts, October, 1926.

## RURAL EDUCATION

222. **Butterworth, Julian E.** Factors of rural education. *Educational review*, 73: 90-96, February 1927.

Among other things the writer contends that where the village is urban minded, even though its real interests are rural, it is doubtful if it should be tied up with the rural school organization.

223. ——— **Principles of rural school administration.** New York, The Macmillan company, 1926. xvi, 379 p. tables, diagrs. 12°. (Rural education series, ed. by Mabel Carney.)

This book analyzes the objectives of rural education and sets up standards for measuring the degree to which these objectives are attained. It also proposes principles which seem significant for the administration of rural schools. Considerable attention is given to the social forces in rural life with a view to the development of adequate rural leadership.

224. **Campbell, Macy.** Rural life at the crossroads. Boston, New York [etc.] Ginn and company [1927] x, 482 p. illus. 12°.

The author finds that rural life in America is on the decline, owing to increased taxation and decreased buying power, which cause the most capable young people of each generation to desert the farms. One of the needs of the farm is the elimination of ignorance by more effective education, specifically adapted to rural life. Means to this end are discussed, including consolidated schools and farm-life schools.

225. **Dunn, Fannie W., and Everett, Marcia A.** Four years in a country school. New York city, Teachers college, Columbia university, 1926. vi, 173 p. 8°.

The story of an experimental rural school at Quaker Grove, Warren county, N. J., which has been conducted for five years past by Teachers college, Columbia university.

226. **Meek, Lois Hayden.** Standards in rural schools of what concern to college women? *Journal of the American association of university women*, 20: 50-52, January 1927.

## SECONDARY EDUCATION

227. **High school conference, University of Illinois.** Proceedings of the High school conference of November 18, 19, and 20, 1926. Urbana, University of Illinois, 1927. 328 p. 8°. (University of Illinois bulletin, vol. 24, no. 17, December 28, 1926.)

Contains: 1. B. H. Bode: Education for a changing civilization, p. 11-13. 2. C. W. Odell: Possibilities of the "new examination," p. 13-21. 3. H. A. Hollister: Educating the adolescent, p. 22-25. 4. T. J. McCormick: Some reflections on vocational education, p. 29-36. 5. Amy W. Turell: Interesting pupils in reading, p. 130-35. 6. W. C. Baer: Summary of recent study of high school libraries in Illinois with an enrollment of 500 or more, p. 177-85.

228. **National association of secondary-school principals.** Proceedings of the eleventh annual meeting . . . St. Louis, Mo., on February 24, 25, and 26, 1927. Pub. by the Association, 1927. 251 p. 8°. (Bulletin of the National association of secondary-school principals, no. 15, March 1927.) (H. V. Church, secretary, Cicero, Ill.)

Contains: 1. G. S. Counts: Who shall make the curriculum, p. 7-14. 2. O. W. Caldwell: The achievements which the first nine years of schooling should produce, p. 14-20. 3. V. K. Froula: A plea for more play in our program of physical education, p. 20-32. 4. Earl Hudelson: Class size in high schools, p. 33-47. 5. J. M. Glass: Criteria for judging the efficiency of a junior high school, p. 47-56. 6. F. L. Bacon: The problems of the six-year junior-senior high school, p. 56-66. 7. E. H. Fishback: Character education in the junior high school, p. 67-73. 8. W. H. Bristow: Discussion of the six year high school, p. 73-85. 9. C. H. Judd: Is there a national system of secondary education? p. 86-96. 10. E. K. Fretwell: A

- constructive policy for high school publications, p. 97-114. 11. M. E. Hill: The place of the junior college in our educational system, p. 115-24. 12. W. W. Haggard: [Supervisory practices for the improvement of high school teachers] p. 132-38. 13. P. W. L. Cox: The junior high school curriculum, p. 148-63. 14. Mrs. Helen W. Pierce: Examples of progressive curriculum practices in junior high school, p. 173-83. 15. W. C. Reavis: A study of the value of certain tests in forecasting the academic achievements of high-school pupils, p. 222-27. 16. H. T. Bailey: The higher citizenship, p. 228-38.
229. An adventure in student self-government. Education bulletin (New Jersey), 13: 151-57, January 1927.
230. Albright, John. The five-period program in the six-year high school. School review, 35: 52-54, January 1927.
231. Billett, B. O. A project in student government. Ohio teacher, 47: 201-3, January 1927.  
A description of the plan as worked out in the Harvey high school, Painesville, Ohio.
232. Cash, L. E. Motivation in the small high school through interclass efficiency contests. School review, 35: 121-24, February 1927.  
Work described in the Chester high school, Chester, Conn.
233. Clement, J. A. Supervision of instruction and curriculum making in secondary schools as complementary processes. Educational administration and supervision, 13: 170-77, March 1927.  
Paper read before the Illinois high school conference, November 1926.
234. Cook, William Adelbert. High-school administration. Baltimore, Warwick and York, inc., 1926. ix, 378 p. 12°.  
The author's purpose in this work is to discuss from the standpoint of the administrator the routine as well as the broader problems pressing upon the management of every high school, and to present in concise form a body of concrete information about high schools, which shall reflect a large amount of actual experience.
235. Cosad, Lillian E. The assembly period in the high school. English leaflet, 26: 1-7, January 1927.
236. Dent, H. C. The secondary school boy. Nineteenth century, 101: 208-15, February 1927.  
Describes conditions in the secondary schools of England.
237. Douglass, Aubrey A. Secondary education. Boston, New York [etc.] Houghton Mifflin company [1927] xxxiv, 649 p. tables, diagrs. 12°.  
(Riverside textbooks in education, ed. by E. P. Cubberley.)  
This book devotes chapters to the relations of elementary and secondary education and to the relations of the secondary school to the college and university. The curriculum is considered in terms of educational aims and objectives rather than in the terms of the special subjects. The personal characteristics of the secondary-school pupil are discussed, with particular attention to educational and vocational guidance.
238. Eikenberry, D. H. Syllabus of a course in high school administration; a first course for high school principals. [n. p.] 1927. 134 p. 8°.  
"Recommended list of books in the field of high school administration": p. 131-134.
239. Feelhaver, Carl T. The duties of high school principals in the state of Nebraska. School review, 35: 188-93, March 1927. tables.
240. Gardner, C. A. A study of the causes of high-school failures. School review, 35: 108-12, February 1927.
241. Harris, M. C. Uniform type of dress for high school girls. Sierra educational news, 23: 150-51, March 1927.  
Describes this economical and democratic movement which is becoming popular in California.

242. **Master, Joseph G.** Experiments in democracy. *School review*, 35: 125-133, February 1927.  
Describes activities in the Omaha central high school.
243. **Mead, A. B.** How many subjects should a high-school teacher be prepared to teach? *Peabody journal of education*, 4: 195-207, January 1927. tables.
244. Methods of supervision for the improvement of instruction in the high school. *Education bulletin (New Jersey)* 13: 272-78, March 1927.
245. **Morse, Frank L.** Reducing failures at Harrison technical high school. *Chicago schools journal*, 9: 125-29, December 1926.
246. **Thompson, Leighton S.** Statistics which should be kept on file in the office of the high-school principal. *School review*, 35: 15-26, January 1927.
247. **Trabue, M. R.** High school seniors tested. *High school journal*, 10: 20-25, January-February 1927.  
An experiment in the use of standard English tests.

## JUNIOR HIGH SCHOOL

248. **Allen, William O.** The junior high and the college. *School news*, 2: 8-10, 31, January 1927.  
"A discussion of a plan offered by a committee of educators aiming to make for better cooperation between high schools and universities."
249. **Bolton, Frederick E.** Some paramount objectives of the junior high school. *Education*, 47: 285-96, January 1927.  
Emphasizes the benefits of socialized recitations, extra-curricular activities, student self-government, etc.
250. **Davis, C. O.** Our justification for the junior high school. *School review*, 35: 174-83, March 1927.  
Data obtained from twenty-five of the best-known junior high schools in the central west.
251. **National education association.** Department of superintendence. Fifth yearbook, 1927. The junior high school curriculum. Washington, National education association, 1927. 562 p. tables, charts. 8°.  
Contains: Part one: The place of the junior high school in the American program of education, p. 9-72; Part two: Organizing the Department of superintendence for curriculum revision, p. 75-82; Part three: Reports of national subject committees (English, science, mathematics, social subjects, foreign languages, music, art, home economics, industrial arts, commercial education) p. 87-455; Part four: Official records, p. 457-553.
252. **South Carolina. University.** High school week, May 4, 5, 6, 1927. Columbia, University of South Carolina, 1927. 50 p. illus. 8°. (*Bulletin of the University of South Carolina*, no. 195, January 15, 1927.)
253. **Spaulding, Francis T.** The small junior high school. A study of its possibilities and limitations. Cambridge, Harvard university press, 1927. xvi, 226 p. 8°. (*Harvard studies in education*, pub. under the direction of the Graduate school of education, vol. ix.)
254. **Stoddard, A. J.** Administration of junior high schools. *American educational digest*, 46: 197-99, January 1927.  
Discusses handicaps, types of programs, the flexible curriculum, adjustments to individuals, etc.
255. **Tryon, B. M. and others.** The program of studies in 78 junior high-school centers. *School review*, 35: 96-107, February 1927.

## TEACHER TRAINING

256. **Bowden, A. O.** The training of critic teachers in the United States. *Journal of educational research*, 15: 118-25, February 1927.  
A study of certain professional subjects given in graduate and undergraduate schools of education. Says that rural education, rural sociology, educational sociology, and history of education are the least useful in the situations that confront the critic teacher.
257. **Charters, W. W.** A technique for the construction of a teacher-training curriculum. *Journal of educational research*, 15: 176-80, March 1927.
258. **Clark, Robert.** A division of teacher-training in state departments of education. *Educational administration and supervision*, 13: 13-19, January 1927.
259. ——— The training of the junior high school teacher. *West Virginia school journal*, 55: 167-68, February 1927.
260. **Clement, J. H.** Training of teachers in service. *Educational administration and supervision*, 13: 26-28, January 1927.  
Describes the plan in vogue the present year in the schools of Independence, Kansas.
261. **Creager, J. O.** The professional guidance of students in schools of education in state universities. *Educational administration and supervision*, 13: 192-99, March 1927.
262. **Dickson, Julia E.** Current practices and tendencies in the elementary curriculum of the training schools of teachers colleges and normal schools. *Educational administration and supervision*, 13: 145-64, 241-54, March, April 1927.  
An attempt to show the variations in the content and techniques of the elementary curriculum of the demonstration or training schools, grades 1 to 6, in arithmetic and language and grammar, and to determine the status of those teacher-training courses which directly overlook the grade curriculum of the training schools in these subjects.
263. **The examination of candidates for the principalship of a high school.** *Bulletin of high points in the work of the high schools of New York city*, 9: 12-22, 3-13, January-February 1927.  
Presents the questions and the answers as given by some of the candidates.
264. **Frasier, George Willard.** Teaching as rated by pupils, school officers, and other teachers. *Hawaii educational review*, 15: 170-71, 176, March 1927.
265. **Fries, Charles C.** The training of teachers: the problem of professionalized subject-matter. *Educational administration and supervision*, 13: 178-91, March 1927.
266. **Geyer, Denton L.** What determines the curriculum? *Chicago schools journal*, 9: 215-19, 266-69, February-March 1927.  
Discusses the subject under two headings: what ought to determine the curriculum, and what does determine the curriculum.
267. **Horn, John Louis.** The curriculum in the college and university department of education. *Educational administration and supervision*, 13: 165-69, March 1927.
268. **Kansas state teachers college, Pittsburg, Kansas.** A survey made by the Committee on recommendations of the Kansas state teachers college, relative to the qualifications, recommendations, and employment of teachers. Pittsburg, Kansas, Kansas state teachers college, 1927. 13 p. 8°. (*Bulletin of the Kansas state teachers college, Pittsburg*. vol. 23, no. 5, March 10, 1927.)

269. **MacLean, R. B.** High school course and teacher training. American educational digest, 46: 206-7, January 1927.
270. **Madsen, I. N.** The prediction of teaching success. Educational administration and supervision, 13: 39-49, January 1927.  
A paper presented at the Vocational guidance section of the Inland empire education association, Spokane, Wash.
271. **Magee, H. J.** Adjustment of the four-year curricula to the needs of the returning student. Educational administration and supervision, 13: 29-38, January 1927. tables.  
The needs of teachers in service are discussed.
272. **New Jersey.** Dept. of public instruction. Report of the state commissioner of public instruction to the New Jersey state board of education concerning state teacher training. Trenton, N. J., Harrison press, inc., 1927. 24 p. 8°.
273. **Noble, Stuart G. and Roy, V. L.** The personnel, preparation and programs of the high-school teaching staff of Louisiana. Introduction by Jno. M. Foote. Issued by T. H. Harris, state superintendent of education. Baton Rouge [1926] 57 p. table. 8°. (Louisiana. Dept. of education. Educational pamphlets, vol. II, no. 2, December 1926. Pamphlet no. 14.)
274. **Ohio state teachers association.** Teacher training as a state function. A report by the teacher training committee of the Educational council of the Ohio state teachers association. Columbus, Ohio, Ohio state teachers association, 1927. 47 p. tables, maps. 8°.  
A report of the facts regarding Ohio's teacher-training facilities, as gathered by the committee, without offering recommendations.
275. **Phelps, Shelton.** Some tendencies in the administration of teachers' colleges. Peabody journal of education, 4: 294-302, March 1927.  
Summarizes the study, stating that there are six outstanding tendencies: the changing of normal schools into teachers' colleges, the movement toward the standardization of the work of these schools, the increase in attendance, the increase in receipts from all sources, the tendency to multiply the number of normal schools and teachers' colleges, and the movement on the part of these schools to study critically their curriculum problems, etc.
276. **Pryor, H. C.** Graded participation in student teaching. Techne, 9: 8-12, December 1926.
277. **Teachers institutes.** Texas outlook, 11: 17-18, March 1927.  
Report of a committee, of which Mr. E. K. Barden was chairman.
278. **Walker, Knox.** The training of teachers in service. Georgia education journal, 19: 7-9, February 1927.
279. **Whitney, Frederick Lamson.** The growth of teachers in service; a manual for the inexperienced superintendent of schools. New York, The Century co. [1927] xl, 308 p. tables, diagrs. 8°. (Century education series.)  
The problems met by the superintendent of schools in the small city are here discussed in the light of principles established in large city experience.

#### TEACHERS' SALARIES AND PROFESSIONAL STATUS

280. **Almack, John C.** Essentials in professional organization. Seattle grade club magazine, 8: 12-13, 46-48, December 1926.
281. **Boyer, Charles B.** The teachers' pension and annuity fund. New Jersey journal of education, 16: 5-7, February 1927.



282. **Brubacher, A. B.** *Teaching: profession and practice.* New York, The Century co. [1927] xvii, 301 p. 8°. (Century education series.)  
The author shows why teaching is a profession, and analyzes the obligations of the teacher to the administrative officer, the board of education, the community, and her fellow teachers.
283. **Citizens committee on teachers salaries.** *Teachers' salaries in New York city.* Final report of the Citizens committee on teachers salaries. Robert E. Simon, chairman. James R. McGaughy, director. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 256 p. 12°.
284. **Cole, Ernest E.** *New York State teachers' retirement system.* New York State education, 14: 374-77, February 1927.  
Address delivered before the convention of delegates of the retirement system, Utica, November 22, 1926.
285. **Emery, James N.** *Does marriage unfit for teaching?* American educational digest, 46: 214-15, January 1927.  
Notes some of the inconsistencies of the opponents to the married-women teachers, discusses the acid test of teacher's character, etc.
286. **Everett, R. W., chairman.** *Report of the Committee on academic freedom and tenure.* American teacher, 11: 3-5, 11, March 1927.
287. **Harvard university.** *Graduate school of education.* *Education. A profession for college graduates.* Cambridge, Mass., Pub. by the University, 1927. [14] p. 8°.
288. **Jablonower, Joseph.** *A neglected aspect of the problem of academic freedom.* American teacher, 11: 3-4, January 1927.
289. *Questions we have been asked about group insurance.* Journal of Arkansas education, 5: 19, January 1927.
290. *The retirement system. Questions and answers.* Common ground, 6: 177-78, March 1927.  
Thirty-five questions, with their answers, given regarding the Massachusetts retirement system.
291. **Saunders, Joseph H.** *Are liberal and equitable salaries to teachers economically justified?* Virginia journal of education. 20: 203-4, January 1927.
292. **Shaw, Albert M.** *Sabbatical leave and exchange of teachers in California.* National league of teachers associations bulletin, 10: 13-15, February 1927.
293. **Stetson, Paul C.** *What price principals?* Detroit educational bulletin. 10: 3-6, January 1927.  
Evaluates the position and work of the elementary school principal.
294. [*Teachers' insurance*] *Income insurance.* Detroit educational bulletin. 10: 13-15, February 1927.  
Discusses income insurance, accident insurance, sickness insurance, and combined health-and-accident insurance.

#### HIGHER EDUCATION

295. **Associated Harvard clubs.** *Reports of officers and committees for the 29th meeting.* Memphis, April 21, 22, and 23, 1927. Cambridge, Mass., 1927. 57 p. 8°. (Harvard alumni bulletin, vol. 29, no. 26, March 31, 1927, Supplement.)  
In the report of the committee on schools, beginning on page 36, the growth and the geographical distribution of students at Harvard is given by means of graphs. The final graph shows the percentage of students from each of six geographical sections at nine institutions of varying types.

**296. Association of land-grant colleges and universities.** Proceedings of the fortieth annual convention . . . held at Washington, D. C., November 16-18, 1926. Northampton, Mass., Metcalf printing & publishing company, 1927. 432 p. 8°. (S. B. Haskell, secretary, Amherst, Mass.)

Contains: 1. W. A. Jessup: The problem of the separate State university and separate land-grant college in the same State, p. 21-26; Discussion, p. 26-33. 2. S. D. Brooks: Limiting enrollment, p. 33-36. 3. E. A. Burnett: The responsibilities of the land-grant institutions in promoting a sound and forward-looking agricultural policy for the United States, p. 38-45. 4. W. M. Jardine: Address [on land-grant colleges] p. 45-52. 5. A. R. Mann: Some recent developments in agricultural education and research in Europe, p. 52-61. 6. A. C. True: Report of committee on instruction in agriculture, home economics and mechanic arts, p. 63-92. 7. H. L. Russell: Agricultural education in the Orient and Australia, p. 108-24. 8. Alfred Vivian: The correlation of the curricula of the arts colleges and the college of agriculture, p. 182-89. 9. R. G. Bressler: Freshman week and orientation, p. 142-50. 10. O. M. Leland: Engineering degrees, p. 270-74; Discussion, p. 274-80. 11. Abby L. Marlatt: Adjusting home economics instruction to changing conditions in home life, p. 369-79.

**297. Association of university and college business officers of the eastern states.** Minutes of the seventh annual meeting . . . held at Princeton, N. J., November 18, 19, and 20, 1926. (Mimeographed.) (H. S. Ford, secretary, Massachusetts institute of technology, Cambridge, Mass.)

Contains: What is a university for? by L. P. Eisenhart.—Who should pay the cost of higher education? by E. C. Elliott.—The trend of increased demand for higher education, by W. J. Greenleaf.—Report of committee on insurance.—Report of committee on student loans.

**298. Interfraternity conference.** Year book, 1926. Containing the proceedings of the eighteenth annual session of the Interfraternity conference held at New York City on November 26-27, 1926 . . . 203 p. 8°. (Robert H. Nellson, secretary, 60 Broadway, New York, N. Y.)

Contains: 1. Floyd Field: Looking through the windows of a dean of men, p. 131-36. 2. Report of the committee on scholarship, p. 166-82. 3. W. M. Lewis: Fraternities from the president's window, p. 187-95.

**299. American association of university professors.** Constitution and list of members. Bulletin of the American association of university professors, 13: 3-68, January 1927.

**300. Arnett, Trevor.** How the financial needs of an effective college of one thousand students are to be met. Association of American colleges bulletin, 13: 64-73, February 1927. Discussion: p. 74-82.

**301. Barrett, E. E.** College freshmen tested in high school English. Kansas teacher, 24: 26-32, January 1927.

Twenty-eight colleges give test to 5,137 freshmen coming from Kansas high schools.

**302. Bowdoin college.** Report of the needs of the college. Brunswick, Me., Bowdoin college, 1926. 3 v. 12°. (Bowdoin college bulletin, nos. 152, 153, 158, February, March, August, 1926.)

A report on the needs of Bowdoin college by the following: Committee of the faculty—Bulletin 152; Committee of the students—Bulletin 153; Committee of the alumni—Bulletin 158.

**303. Burt, Struthers.** The "Four-course plan" as a supplement to the preceptorial method. Princeton alumni weekly, 27: 425-29, January 14, 1927.

The last of a series of three papers upon the Significance of Princeton's new adventure in undergraduate education.

**304. A business man builds a university.** World's work, 53: 326-30, January 1927.

Discusses the work of Washington university, St. Louis, Mo., and its founder, Robert S. Brookings.

305. C. E. B. Educational foundation, inc. Record of Belgium and American C. R. B. fellows. 1920-1925. New York, 42 Broadway, 1926. 68 p. 8°.
306. The college question. School and home, 10: 5-35, March 1927.

The entire number is given over to the discussion of the child, the parent, and teacher. Contains: 1. A. E. Morgan: My son's career: how shall it be determined? p. 5-10. 2. A. E. Morgan: My daughter's career: how shall it be determined? p. 11-16. 3. F. C. Lewis: The true meaning of college preparation. p. 17-18. 4. H. W. Smith: Changes in the college situation—how they affect our school, p. 19-26. 5. Katherine H. Polhak: Various types of colleges as discussed in a high school assembly, p. 27-30. 6. Marlon Goodkind: A State university through the eyes of a student, p. 30-33.

307. Cowling, Donald J. An analysis of the financial needs of a college of liberal arts for one thousand students. Association of American colleges bulletin, 13: 34-63, February 1927. illus. tables.
308. Deller, Edwin. The "idea of a university" in the United States. Contemporary review, 131: 329-36, March 1927.
309. Doermann, Henry J. The orientation of college freshmen. Introduction by John M. Brewer. Baltimore, The Williams & Wilkins company, 1926. 162 p. tables, diags. 8°.

Comprehensive educational guidance as an organized endeavor of the college is dealt with in this volume. It first presents an analysis of the problem of freshman orientation, then a description of significant methods of solution of the problem, and finally outlines a comprehensive personnel or guidance program and the means whereby that program is to be made effective.

310. Farrand, Wilson. Enrolment as a college problem. Princeton alumni weekly, 27: 515-17, February 4, 1927.
311. Ferry, Frederick C. Are the colleges safe for the undergraduates? New York state education, 14: 428-35, March 1927.

"Limitation of numbers but one of the prevalent results of increased demand for entrance into universities and colleges throughout the country."

An address which was delivered before the Associated academic principals at Syracuse.

312. Fox, Edmund B. and Achilles, Edith Mulhall. Why students leave college. Columbia alumni news, 18: 423-25, March 11, 1927. tables.

According to this study of Barnard college, 67.7% of freshmen entering Barnard completed course at Barnard; 75.9% of freshmen entering Barnard graduated from Barnard or from some other college.

313. Gavit, John Palmer. The "Honor" system. Comments of a layman upon a situation described by a student. School and society, 25: 289-92, March 5, 1927.

Discusses conditions in colleges.

314. General examinations and tutors in Harvard college. Harvard alumni bulletin, supplement, 29: 1-30, March 24, 1927.

"Prepared in answer to numerous inquiries."

Discusses the history, operation, and effects of the system, and its cost.

315. Hazzard, J. C. The duties of a dean of a small college. Teachers journal and abstract, 2: 213-14, March 1927.

316. Hills, E. C. The degree of doctor of philosophy. Bulletin of the American association of university professors, 13: 163-85, March 1927.

A study of the requirements for this degree in the universities of the United States as to the methods of procedure in the matter of the so-called minor subjects and the conduct of examinations.

317. Holliday, Carl. Hamstringing the liberal arts college. School and society, 25: 153-57, February 5, 1927.

Discusses the practice of treating this institution as a "feeder" for the professional schools merely.

318. Huebner, S. S. Insurance instruction in American universities and colleges. *Annals of the American academy of political and social science*, 130: 213-19, March 1927.
319. Jenks, Jeremiah W. Education and success. *New York university alumnus*, 7: 9-10, 30, March 1927.  
 "Dr. Jenks produces facts and figures which indicate that a boy with college training has eight hundred times the chance possessed by one with elementary training only."  
 Studies the alumni of Princeton, University of Pennsylvania, Yale, etc.
320. Marvin, George. The University of Washington and Lee. *Outlook*, 145: 211-14, February 16, 1927.
321. Mersereau, Edward B. A study of the significance of college marks considered as ranks. *Educational administration and supervision*, 13: 103-8, February 1927.  
 In a summary, the writer concludes that "it is very doubtful that letters may be considered as ranks in any sense."
322. Moseley, Nicholas. Small-college finance. *America*, 36: 599-600, 623-24, April 2, 9, 1927.  
 The writer attempts to estimate the capital investment, the current expenses and the current income of a college of 200 students.
323. O'Brien, F. P. and Thompson, Bernice B. The grades of students from privately endowed and public colleges. *Bulletin of education (University of Kansas)* 1: 8-12, February 1927.
324. An outline of the history of the University. The important events in the development of the University in chronological order. *Michigan alumnus*, 33: 457-61, March 12, 1927. illus. ports.  
 A short historical sketch of the University of Michigan.
325. Phelps, Shelton. A committee report, College marking systems. *High school quarterly*, 15: 80-85, January 1927.  
 A study of the grades given to college students in the colleges which are members of the Southern association of colleges and secondary schools, condensed as to tables.
326. Purdue university. Studies in higher education. V, The preparation in English of Purdue freshmen, by Herbert Le Sourd Creek and James Hugh McKee. VI, The report of the Student committee of seventeen. Lafayette, Ind., Purdue university, 1926. 2v. 8°. (Bulletin of Purdue university. vol. xxvii, no. 6-7, December 1926.)  
 The above-named student committee report relates to the curricular arrangements, quality of instruction, administrative policy, and student activities of the university.
327. Relationship between the high schools and the colleges. *Virginia journal of education*, 20: 280-81, 291, March 1927.
328. Savage, George W. The Claremont colleges plan. *Educational record*, 8: 40-44, January 1927.
329. Sullivan, Ellen B. The problem of adjustment of university students. *Journal of delinquency*, 10: 461-99, September 1926.  
 The article includes, as a case in point, the autobiography of a Russian woman student who came to this country and entered college.
330. Taylor, James B. The need of preview for college. *Educational review*, 73: 209-12, April 1927.  
 Discusses the valuation in advance of college materials and methods; helping the student to appraise things at their real worth; their relations one to another, and their worth to him personally.

331. **Thwing, Charles Franklin.** College expenses. *American review of reviews*, 75: 191-93, February 1927.
332. **Tweedy, Henry H.** The problem of the college chapel. *Religious education*, 22: 136-41, February 1927.  
The writer is a professor in Yale Divinity school.
333. **Wilkins, Ernest H.** The relation of the senior college and the graduate school. *Bulletin of the American association of university professors*, 13: 107-21, February 1927.  
The thesis in this paper is that the senior college should be dissociated from the junior college, in such universities as those which compose this Association.
334. **Wilson, Louis N.** Some recollections of our founder. Worcester, Mass., Clark university library, 1927. 22 p. 8°. (Publications of the Clark university library. vol. 8, no. 2, February 1927.)  
Founder's day address, given February 1, 1927, in memory of Jonas G. Clark founder of the university bearing his name.
335. **Yeomans, Henry A.** Fewer hours of teaching in Harvard college. *Harvard alumni bulletin*, 29: 623-28, March 3, 1927.

#### JUNIOR COLLEGES

336. **Coats, Marion.** The junior college. *Journal of the American association of university women*, 20: 70-72, April 1927.  
"A suggested solution to the problem of giving some college education to the vast numbers who now want it, without infringing upon the specialized work which belongs properly to professional training."
337. **Eby, Frederick.** Shall we have a system of junior colleges in Texas? *Texas outlook*, 11: 20, 22-24, 9-12, January-February 1927.
338. **Leonard, Robert Josselyn.** The junior college from the standpoint of the university. *Teachers college record*, 28: 543-50, February 1927.  
An address delivered at the Educational conference of the One hundredth anniversary of Western Reserve University, Cleveland, Ohio, November 12, 1926.
339. **Palmer, George H.** The junior college. *Atlantic monthly*, 139: 498-501, April 1927.  
Says that "whenever junior colleges are strong, colleges will drop their first two years, and will add two graduate years, chiefly of professional study. The unique intermediate culture college of America will disappear."

#### SCIENTIFIC RESEARCH

340. Conference on the future of the Smithsonian institution, February 11, 1927, City of Washington. [Baltimore, The Lord Baltimore press] 1927. 40 p. front., ports. 12°.

#### FEDERAL GOVERNMENT AND EDUCATION

341. **Capen, Samuel P.** Wanted: An active coordinated government Bureau of education. *Annals of the American academy of political and social science*, 129: 97-101, January 1927.  
The writer is in favor of "a Department of education, without any subsidy features, providing also for a consolidation of the government's educational enterprises, and strictly limiting the functions of the department to research and publicity."
342. **Macdonald, Austin F.** Federal subsidies for education. *Annals of the American academy of political and social science*, 129: 102-5, January 1927.
343. **Mann, Charles R.** State and federal jurisdiction in education. *Annals of the American academy of political and social science*, 129: 106-9, January 1927.

## SCHOOL ADMINISTRATION

344. Bennett, Henry Eastman. The buying of school equipment. *American school board journal*, 74: 90-91, 140, January 1927.  
The author thinks that the "prevalent typical methods of buying school equipment are extravagant, archaic and unbusinesslike."
345. Boynton, Frank D. Single, continuous or double session for high schools— which? *New York state education*, 14: 283-93, January 1927.  
Offers a list of cities in tabular form, with their practice in this matter.
346. California council of education. Report on duties and functions of public school administrative authorities. *In its* [Reports presented at the annual meeting, April 10, 1926] [San Francisco, Calif., 1926?] p. 15-28.  
Discusses state boards of education, methods of selection, duties, etc.
347. Cook, William A. Federal and State school administration. New York, Thomas Y. Crowell company [1927] xvi, 373 p. 8°.  
In this book the author gives a brief historical survey of the development of public responsibility for education in the United States. This is followed by a description of federal activity in behalf of education from the beginning. The activities of State and local educational authorities are discussed, and attention is given to methods and problems of financial support.
348. Cubberley, Ellwood P. The state the unit for education. *Elementary school journal*, 27: 344-55, January 1927.
349. Edwards, I. N. The law governing school-board procedure and records. *Elementary school journal*, 27: 356-65, 423-32, 518-28, January, February, March 1927.  
The purpose of this series is "to reduce to systematic organization the principles of case law which govern school-board procedure and the keeping of school-board records." The second paper in the series discusses what constitutes a quorum; number of votes necessary for the passage of a measure; effect of blank ballots, etc. The third paper discusses the necessity of keeping records, sufficiency of records, conclusiveness of records, amendment of records, etc.
350. Engelhardt, N. L. and Engelhardt, Fred. Property management in local school systems. *Teachers college record*, 28: 481-503, January 1927.  
The fourth in this series of articles.
351. Lovell, Louise E. All-year school. *Educational review*, 73: 196-202, April 1927.  
Presents scheme of organization in an all-year school. Says that the all-year school plan saves time to the pupil, money to the city, is not injurious to the health of teachers or pupils, and is psychologically sound.
352. Myers, Vest C. The superintendent as ex-officio secretary of the Board of education. *Southern school journal*, 38: 1-3, March 1927.
353. Porter, Frederick W. A study of ideal relationships between school boards and superintendents. *American school board journal*, 74: 49-51, 157-58, March 1927.
354. Selecting superintendents and principals. *American educational digest*, 46: 245-47, 276, 278, February 1927.  
A study based on reports from 971 superintendents and officers of boards of education, covering 46 states.
355. Selvidge, E. W. Teaching of related subjects. *Industrial education magazine*, 28: 275-78, March 1927.  
The term "related subjects" is employed to designate that type of academic instruction for which compensation from state and federal funds may be received.
356. State printing of textbooks. Frank discussion of effects of that policy on quality and cost of education. An interview with Dr. Ellwood P. Cubberley. *Washington education journal*, 6: 139-40, January 1927.  
An interview between Mr. C. C. Chapman, editor of the *Oregon voter*, and Dr. Ellwood P. Cubberley, of Stanford university.

## EDUCATIONAL FINANCE

357. **Andres, Edward M. and Tallman, Russell W.** The National forest receipts as a source of school revenue in the United States, with Colorado supplement. Gunnison, Western state college of Colorado, 1927. 15 p. f°. (Bulletin of the Western state college of Colorado, vol. xvi, no. 4, January 1927.)
358. **Butler, John H.** Our spendthrift schools. Current history, 26: 48-52, April 1927.
359. **Cavins, Lorimer, and Bowman, Edgar L.** The financing of education in West Virginia . . . Prepared under the direction of George M. Ford, State superintendent of free schools, 1926. 94 p. 8°.
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365. **Swift, Fletcher Harper.** The problem of state sources of school revenue. I. Traditional state sources. American school board journal, 74: 41-43, 144, 146, 148, February 1927.
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410. Moore, Susa P. Illinois safeguards the eyesight of its school children. *Nation's health*, 9: 43-46, January 1927.  
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- 445. MacKaye, David.** Can the schools change the social life of a community? Interstate bulletin of adult education, 2: 23-25, January 1927.
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- 449. Ruby, Mrs. D. G.** The true function of the parent-teacher association. Idaho teacher, 8: 274-75, February 1927.  
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A description of a plan worked out in a Rochester, N. Y., city school located in a congested foreign section, and the outline of the plan is given.
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457. **Schauffler, Henry Park.** Adventures in habit-craft; character in the making. New York, The Macmillan company, 1926. 164 p. plates. 8°.  
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460. **Bailey, Eleanor F.** Overcoming handicaps in week-day religious education. Church school journal, 59: 208, 212, April 1927.
461. **Bain, Read.** Religious attitudes of college students. American journal of sociology, 32: 762-70, March 1927.
462. The beginning and growth of religious work in state schools. Christian education magazine, 17: 3-10, February 1927.
463. **Coffin, J. Herschel.** How shall we make and keep our schools Christian? Christian education, 10: 338-43, March 1927.
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465. **Covert, William Chalmers.** How shall we make and keep our schools Christian? Christian education, 10: 334-37, March 1927.
466. **Erb, Frank Otis.** 1926 books religious educators should know. International journal of religious education, 8: 12-13, January 1927.  
The writer briefly reviews seven books, and lists several others.
467. **Harper, William A., chairman.** Report of the committee on religious education. Christian education, 10: 357-61, March 1927.
468. **Harris, Elizabeth.** The missionary education of children. International journal of religious education, 3: 14-15, February 1927.
469. **Heisey, Paul Harold.** Religious education courses in the college curriculum. Religious education, 22: 44-47, January 1927.  
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470. **Leo, Brother.** The college instructor's vade mecum. Columbus, Ohio, Catholic educational association, 1927. 20 p. 8°. (Catholic educational association bulletin, vol. xxiii, no. 2, February 1927.)

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471. **Lischka, Charles N.** Religious education and the public school. National Catholic welfare conference bulletin, 8: 18-19, March 1927.

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472. **McKibben, Frank M.** Week-day religious instruction for high-school students. Church school journal, 59: 149-50, March 1927.

473. **Peters, Charles.** The need of unifying Sunday and week-day religious education. Church school journal, 59: 15-16, January 1927. illus.

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478. **Zollman, Carl.** Distinguishing marks of the modern state, as they relate to education and religion. Religious education, 22: 203-23, March 1927.

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481. **Maclin, Edward S.** Job analysis and teacher training. Industrial education magazine, 28: 213-16, January 1927.

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482. **MacQuarrie, T. W.** A mechanical ability test. Journal of personnel research, 5: 329-37, January 1927.

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483. **Noall, I. S.** Shop work in a program of education. Utah educational review, 20: 240-41, 270, 272, January 1927.

484. **Norton, John F.** Principles of pre-vocational education. American educational digest, 46: 310-11, 319, March 1927.

485. **Nugent, James A.** The "What for" of trade training. *New Jersey Journal of education*, 16: 7-8, January 1927.  
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486. **Roberts, W. E.** Woodwork in the junior high school. *Industrial education magazine*, 28: 248-52, February 1927. illus.
487. **Smith, Homer J.** Industrial education; administration and supervision. New York and London, The Century co. [1927] xx, 334 p. diags. 8°. (The Century vocational series, ed. by Charles A. Prosser.)  
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489. **Wood, Harry E.** Training general shop teachers. *Industrial arts magazine*, 16: 125-26, April 1927.

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491. **Burt, Harold Ernest.** Principles of employment psychology. Boston [etc.] Houghton Mifflin company [1926] xi, 568 p. tables, diags. 8°. In this volume an effort is made on the one hand, to give a fairly comprehensive account of the principles involved for the use of students preparing for practical psychological work in industry, and, on the other hand, to avoid a discussion that is too technical for the reader without a psychological background.
492. **Corre, Mary P.** How to conduct studies about occupational opportunities in a large city system. *Vocational guidance magazine*, 5: 259-66, March 1927.  
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493. **Creager, J. O.** The professional guidance of students in schools of education in state universities. *Educational administration and supervision*, 13: 192-99, March 1927.
494. **Dilts, Ada.** Vocational guidance. *Journal of educational method*, 6: 310-14, March 1927.  
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495. **Dodson, Nora.** A high-school employment bureau. *School review*, 85: 27-31, January 1927.  
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496. **Franklin, E. Earle.** The permanence of the vocational interests in junior high school pupils. *Vocational guidance magazine*, 5: 152-56, January 1927.
497. **Friese, John F.** Adequate provision for educational and vocational guidance in a junior high school. *Vocational guidance magazine*, 5: 241-46, March 1927.  
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498. **Holbrook, Harold L.** A comprehensive program for guidance in a state system of education. Vocational guidance magazine, 5: 249-53, March 1927.

Address at a joint meeting of the American vocational association and the National vocational guidance association, at Louisville, Ky., December 2, 1926.

499. **La Salle-Peru township high school, La Salle, Ill.** The Bureau of educational counsel. A student personnel department of the La Salle-Peru township high school and La Salle-Peru-Oglesby junior college . . . Report for 1923-1926. La Salle, Ill., 1927. 52 p. 8°.

History and description of a personnel program with mental hygiene approach. attention to individual students, emphasis on superior students.

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501. **Maverick, Lewis Adams.** The vocational guidance of college students. Cambridge, Harvard university press, 1926. xi, 261 p. diags. 8°. (Harvard studies in education, vol. viii.)

This book presents a survey of the development of vocational guidance for college students, having for historical background an investigation into student guidance which was conducted by the faculty of Stanford university in 1911. A plan is offered for the guidance of students in a college of liberal arts, and a bibliography of the subject is given.

502. **Nadel, Jack.** An employment and vocational guidance program for New York city. Jewish center, 5: 8-15, March 1927.

503. **Beavis, William Claude.** Pupil adjustment in junior and senior high schools. A treatment of the problems and methods of educational counseling and guidance, with examples from actual practice. Boston, New York [etc.] D. C. Heath and company [1926] xviii, 348 p. tables, diags., forms. 12°.

This treatise gives a detailed description of certain types of cases of actual living children for the guidance of teachers and school administrators.

504. **Rodgers, Robert H.** Vocational and educational guidance in a continuation school. Vocational guidance magazine, 5: 193-202, February 1927.

505. **Runnels, B. O.** The superintendent's relation to the guidance movement. Education bulletin (Trenton, N. J.) 13: 228-31, February 1927.

506. **Schrammel, H. E.** Factors in a college man's choice of a career. Vocational guidance magazine, 5: 214-18, February 1927.

507. **Woodruff, Katherine.** A study in the occupational choices of high school girls. Vocational guidance magazine, 5: 156-59, January 1927.

Study is based on a questionnaire sent out to 1,590 high school girls by the Young Women's Christian Association of Oklahoma City, and the local chapter of the American Association of University Women.

#### WORKERS' EDUCATION

508. **Coler, C. S.** Vitalizing the apprentice-training program. Trained men. 7: 38-39, March-April 1927.

Discusses wages, grading, courses of study, preference in work, outside experience, scholarships, etc.

506. **Odell, Lyman.** Apprentice training. *American federationist*, 34: 41-46, January 1927.
510. **Wright, J. C.** Progress of trade education. *Trained men*, 7: 33, 46, March-April 1927.

Some of the significant trends in trade and industrial education noted in the tenth annual report of the writer, who is Director of the Federal board for vocational education.

### AGRICULTURE

511. **Munckwitz, Henrietta.** School gardens in community welfare. *American childhood*, 12: 7-10, March 1927. illus.

### HOME ECONOMICS

512. **American home economics association.** Proceedings of the nineteenth annual meeting, Minneapolis, June 28 to July 1, and University Farm, St. Paul, July 2, 1926. Baltimore, Md., American home economics association [1926] 74 p. 8°. (Bulletin of the American home economics association, ser. 9, no. 1, October 1926.)

Contains only the proceedings of the business sessions of the Association; papers and abstracts of papers presented at the general and section meetings have mainly been published in the October issue of the *Journal of home economics*.

513. **Bonser, F. G.** New problems in the field of home economics. *Wisconsin journal of education*, 59: 270-73, March 1927.

Discusses nine problems in this field that include some of the more inclusive current questions that confront and interest home economics teachers.

514. **Cox, Jean.** The place of home economics in the field of education. *Utah educational review*, 20: 354-55, 387-88, March 1927.

The writer is supervisor of home economics education in Utah.

515. **Ford, James.** Developments in the better homes campaigns. *Journal of home economics*, 19: 70-74, February 1927.

516. **Northrup, Belle.** Teaching costume design for independent thinking and creating. *Teachers college record*, 28: 707-22, March 1927. illus.

Thinks the important pedagogical question to keep in mind is: "Does the present teaching of costume lead to independent thinking and creating?"

517. **O'Brien, F. P. and Giblette, Catherine T.** A project test of achievement in sewing. *School review*, 35: 217-21, March 1927.

518. **Beeve, Mrs. A. H.** Home economics in the home. *Utah educational review*, 20: 350-51, 384, March 1927.

519. **Suggestions to teachers regarding sources of material.** *Food and health education*, 22: 10-14, 25-29, 30-31, January, February 1927.

The list given in the above article is to assist teachers in obtaining material published by manufacturers of foods, which can be obtained by sending request to Food and health education, 468 Fourth Avenue, New York, N. Y., and the order will be forwarded to the publishers.

### COMMERCIAL EDUCATION

520. **American association of collegiate schools of business.** Faculty personnel. 1926. 308 p. 8°. (William A. Rawles, secretary, Bloomington, Ind.)

"Contains personnel records of the teaching staffs of the members of the Association, including details of academic careers, publications, present faculty status and field or fields of specialization."

521. **Blackstone, E. G., ed.** Research studies in commercial education. Reports of investigations as presented at the Iowa research conference on commercial education in March 1926. Iowa City, Iowa, Pub. by the College of education and the College of commerce, University of Iowa, 1926. 160 p. 8°. (University of Iowa monographs in education, first series, no. 7, July 1926.)

Contains: 1. E. W. Barnhart: Solved and unsolved problems in commercial education, p. 5-16. 2. J. O. Malott: Commercial education in the rural communities—a national problem, p. 17-23. 3. C. L. Hull: Psychological tests and the differentiation of vocational aptitudes, p. 24-35. 4. H. H. Davis: Measurement in commercial education in the St. Louis schools, p. 42-52. 5. W. F. Book: How progress in learning to typewrite should be measured and why, p. 62-76. 6. L. B. Kinney: Measurement of results of teaching in commercial arithmetic, p. 96-112. 7. W. L. Connor: The community background of the commercial course and how to understand it, p. 136-44.

523. **Carlson, Paul A.** Standardizing marks. Balance sheet, 8: 9-12, March 1927.

Part I.—What shall we mark?

Part II.—How shall we report these marks?

525. **The commercial education service of the Federal board for vocational education.** Journal of commercial education, 56: 70-72, March 1927.

Describes four distinct kinds of activity of this board.

524. **Leatart, Paul F.** The grading of typewritten work. Ohio teacher, 47: 262-63, February 1927. diagrs.

525. **Selby, P. O.** The status of shorthand and typewriting in the colleges of the North central association. Journal of commercial education, 56: 39-42, February 1927.

This investigation was made by examining the catalogues of all the colleges of the North Central association.

526. **Toothaker, O. H.** The commercial curriculum in small high schools. Education, 47: 434-41, March 1927.

527. **Walters, E. G.** What are the educational needs of business? Journal of commercial education, 56: 75-77, March 1927.

## PROFESSIONAL EDUCATION

### LAW

528. **Aigler, Ralph W.** Legal education and the Association of American law schools. American law school review, 6: 59-69, March 1927.

Discussion of this address on pages 97-100.

529. **Hurley, George.** Methods of presentation of law to business students. American law school review, 6: 106-10, March 1927.

Address delivered at the third annual meeting of the Association of teachers of law in collegiate schools of business, December 30, 1926.

530. **Pike, Montgomery E.** Expansion of the course in business law. American law school review, 6: 102-5, March 1927.

531. **Powell, Thomas Reed.** The recruiting of law teachers. American law school review, 6: 70-76, March 1927.

Address delivered at the twenty-fourth annual meeting of the Association of American law schools, December 31, 1926.

## MEDICINE, PHARMACY, DENTISTRY

532. **American association of colleges of pharmacy.** Proceedings of the twenty-seventh annual meeting, Philadelphia, September 13-14, 1926. 155 p. 8°. (Zada M. Cooper, secretary, Iowa City, Iowa.)

Contains: 1. E. H. Kraus: Some problems in pharmaceutical education, p. 20-32. 2. J. G. Beard: Merchandising courses, p. 38-49. 3. W. G. Crockett: The teaching of commercial pharmacy in the School of Pharmacy of the Medical College of Virginia, p. 49-50. 4. C. B. Jordan: A rating scale for instructors, p. 73-78. 5. A. B. Lemon: Intelligence tests and personnel work in the school of pharmacy, p. 79-84. 6. C. B. Jordan: New type of examination questions, p. 111-15. 7. R. A. Lyman: How shall individual state boards determine what colleges of pharmacy not belonging to the Association shall be approved by them, p. 117-26.

533. **Association of American medical colleges.** Commission on medical education. Preliminary report of Commission on medical education January, 1927. 90 p. 8°. (Willard C. Rappleye, director, 215 Whitney Avenue, New Haven, Conn.)

CONTENTS.—Introduction.—Chap. I. Objective of study.—Chap. II. Demands for medical service.—Chap. III. Needs for medical service.—Chap. IV. Distribution of physicians and specialization.—Chap. V. Supply of physicians.—Chap. VI. Recruitment of students.—Chap. VII. Criticisms by practitioners of their medical training.—Chap. VIII. Community provisions for medical service.—Chap. IX. Influence of medical licensure.—Chap. X. Additional problems.—Appendix.

534. **Barker, Franklin D.** Determining the fitness of the premedical student. Bulletin of the Association of American medical colleges, 2: 16-20, January 1927.

Read at the Thirty-seventh annual meeting of the association held in Cleveland, October 25-26, 1926.

535. **Bevan, Arthur D.** The need of teaching medical ethics. Journal of the American medical association, 88: 618-19, February 26, 1927.

536. **Colwell, N. P.** The hospital's function in medical education. Journal of the American medical association, 88: 781-84, March 12, 1927.

537. **Hospitals utilized in medical education.** Journal of the American medical association, 88: 813-39, March 12, 1927.

538. **Leathers, W. S.** The place of preventive medicine in the medical school. Journal of the American medical association, 88: 973-77, March 26, 1927.

Discusses the organization of a public health curriculum, and the plan of instruction at Vanderbilt university.

539. **Midgley, Albert L.** Annual report of the Dental educational council of America. 12 p. 8°.

This report is published in the Transactions, 1926.

Reprinted from the Journal of the American dental association, February 1927.

540. **Rockefeller foundation.** Division of medical education. Methods and problems of medical education (6th series.) New York, N. Y., The Rockefeller foundation, 1927. 275 p. illus. 4°.

541. **Wilbur, Ray L.** Altering the medical curriculum. Journal of the American medical association, 88: 723-25, March 5, 1927.

Among other things the author suggests retaining only the broader divisions in the medical school and curriculum; making all lectures optional and all examinations practical.

## NURSING

542. **Latimer, Frances B.** The attitude of the high-school girl toward nursing. American journal of nursing, 27: 107-10, February 1927.

543. Nurse training schools in hospitals in the United States. *Journal of the American medical association*, 88: 799-812, March 12, 1927.  
Statistical survey.
544. Nurse training schools in the United States. *Journal of the American medical association*, 88: 789-98, March 12, 1927.  
A statistical résumé for 1927.
545. Wolf, Anna D. Adapting the revised standard curriculum to the needs of the university school of nursing. *American journal of nursing*, 27: 51-53, January 1927.

## ENGINEERING

546. Alexander, Magnus W. The problem of engineering education from the standpoint of American industry. *Journal of engineering education*, 17: 586-99, February 1927.  
Presented at the 34th annual meeting of the Society for the promotion of engineering education, State university of Iowa, Iowa City, June 16-18, 1926.
547. Cooley, Mortimer E. The development of engineering education during the last 50 years. *Journal of engineering education*, n. s. 17: 514-28, January 1927.
548. John, Walton C. Higher education and engineering education. *Journal of engineering education*, n. s. 17: 390-409, December 1926.
549. ——— A study of engineering curricula. *Journal of engineering education*, 17: 454-513, January 1927. tables.
550. Society for the promotion of engineering education. A study of evolutionary trends in engineering curricula. *Journal of engineering education*, n. s. 17: 551-99, February 1927.
551. ——— Board of investigation and coordination. Preliminary report. *Journal of engineering education*, n. s. 17: 321-55, December 1926.  
Discusses structure of undergraduate curricula; social and economic content of engineering curricula; admissions to engineering colleges; students and teaching personnel, etc.
552. Summary of opinions concerning engineering curricula. *Journal of engineering education*, n. s. 17: 356-92, December 1926.

## CIVIC EDUCATION

553. Bruner, Earle D. A laboratory study in democracy. The agitator and other types. Garden City, N. Y., Doubleday, Page & company, 1927. xv. 262 p. front., plates. 12°.  
The operation of self-government in the George Junior Republic of Western Pennsylvania, of which Mr. Bruner is director, is described in this book, which deals with various types of boys which are found in every school system.
554. Dyer, Sophronia. Citizenship training in the second grade. *Progressive teacher*, 34: 25, 36-37, 39, March 1927.  
The first of three articles on this subject by this author.
555. Finch, Charles E. *Guldeposts to citizenship*. New York, Boston [etc.] American book company [1927] 278 p. front., illus. 12°.
556. Hill, Edward L. A citizenship rating scale. *Education*, 47: 362-71, February 1927.
557. Hill, Howard C. Teaching citizenship through practice. *Historical outlook*, 18: 19-21, January 1927.  
Discusses student clubs and organizations, school-city form of organization, student-council form of organization, etc.

558. **Holliday, Carl.** The Constitution of the United States. Pt. I-IV. Scholastic, 10: 10-11, 29, February 5; 10-11, 31, February 19; 10-11, March 5; 11-12, 25, March 19, 1927.

A group of articles on the Constitution presented for the purpose of providing aid for those entering the fourth National oratorical contest, 1927. Part II deals with the legislative department, Part III with the executive department, and Part IV with the judicial department.

559. **Hull, Harry E.** Immigration and good citizenship. National republic, 14: 24-25, 42-43, February 1927. illus.

560. **Mason, Hollie Lee.** Our Federal government—the Cabinet. Normal instructor and primary plans, 36: 36, 70, January 1927. illus.

561. ——— Our Federal government—The foreign service. Normal instructor and primary plans, 36: 31, 88-89, April 1927.

562. **Scott, Zenos E.** Citizenship and safety. Child welfare magazine, 21: 265-67, February 1927.

563. **Thurston, Helen.** Democracy in the classroom. University high school journal, 6: 328-34, January 1927.

Gives the form of government, the constitution, etc., to be used in a class of civics.

564. **Van Buskirk, Luther.** A rating scale for use in citizenship training. Colorado school journal, 42: 28, 30, 32, March 1927.

Sixteen points are given in the scale.

### MILITARY AND NAVAL TRAINING

565. **Fenton, Horace J.** Our Naval academy. Atlantic monthly, 139: 550-57, April 1927.

Discusses the U. S. Naval academy at Annapolis.

566. **Maurer, Irving.** "Resolved that military training in American colleges and high schools should be abolished." American teacher, 11: 305, February 1927.

By the president of Beloit college.

567. **Pickett, Christiancy.** Uncle Sam trains for citizenship. National republic, 14: 13-15, March 1927. illus.

Captain Pickett states that "the training of American youth in the National defense camps makes better citizens and better men of the boys enrolled in them, with no increase of obligation to military service."

568. **Sims, William S.** Annapolis—our amateur naval college. World's work, 53: 664-69, April 1927.

### EDUCATION OF WOMEN

569. National association of principals of schools for girls. Proceedings of the seventh annual meeting, February 25-27, 1926, Washington, D. C. 138 p. 12°. (Miss Florence Wells, secretary, Kenosha, Wis.)

570. **Blake, Mabelle Babcock.** Guidance for college women. A survey and a program for personnel work in higher education. New York, London, D. Appleton and company, 1926. xviii, 285 p. diagrs., forms. 8°.

Analyzes the needs of college women from the point of view of guidance; discusses the place of guidance in colleges for women; and from the material furnished from the studies made, suggests a tentative program for coordinating in a personnel department all agencies in the college which deal with student guidance in educational, vocational, personal, and social problems.

571. **Ely, Mary.** Adult education in the National league of girls' clubs. Interstate bulletin on adult education, 2: 5-9, 19, January 1927.

572. **Kelley, Florence.** When coeducation was young. Survey, (graphic number) 57: 557-61, 600-602, February 1, 1927. illus.  
Discusses the beginnings of coeducation in colleges, particularly at Cornell.
573. **Tracy, Martha.** Women graduates in medicine. Bulletin of the Association of American medical colleges, 2: 21-28, January 1927.  
Read at the Thirty-seventh annual meeting of the association at Cleveland. October 25-26, 1926.

### NEGRO EDUCATION

574. **Graham, Virginia Taylor.** Health studies of negro children. I. Intelligence studies of negro children in Atlanta, Ga. Washington, Government printing office, 1927. 25 p. tables. 8°.   
Reprint no. 1127 from the Public health reports December 3, 1926, pages 2759-2783.
575. **Jones, Thomas E.** Fisk university. Southern workman, 56: 9-15, January 1927.
576. **Patrick, James Ruey.** A study of ideals, intelligence and achievements of negroes and whites. [Athens, Ga., 1926] 48 p. tables. 8°. (On cover: Bulletin of the University of Georgia, vol. 27, no. 1, December 1926.)  
Phelps-Stokes fellowship studies no. 8.  
Thesis (M. A.)—University of Georgia, 1926.
577. **Pendleton, Helen B.** Education for social work among negroes in the South. Southern workman, 56: 71-77, February 1927.  
Describes work of the Houston, Tex., Social service bureau.
578. **Snavelly, Tipton E.** The Phelps-Stokes fund at the University of Virginia. Southern workman, 56: 129-35, March 1927.  
Studies of negro sociology and education.
579. **Sumner, F. C.** Morale and the negro college. Educational review, 73: 168-72, March 1927.  
Emphasizes the necessity of thoroughness in negro colleges.

### EDUCATION OF THE DEAF

580. **Conference of superintendents and principals of American schools for the deaf.** Proceedings of the thirteenth conference, 1926. American annals of the deaf, 72: 119-209, March 1927.  
To be continued.  
Contains: Discussions on the Cottage plan, the Institution versus cottage plan. How a day school serves its public, Manual training for retarded children, Mentally retarded deaf children, Pensions for retired teachers, etc.
581. **American instructors of the deaf, October 20, 1926.** American annals of the deaf, 72: 59-106, January 1927.  
A list of instructors, with name of school, and location, arranged alphabetically by name of instructor.
582. **American schools for the deaf.** Tabular statement of American schools for the deaf, October 20, 1926. American annals of the deaf, 72: 36-58, January 1927.  
Tables given for Public residential schools in the United States, Industries taught in American schools for the deaf, Public day schools in the United States, Denominational and private schools in the United States, and Schools in Canada.
583. **Amsler, Fridette.** The Jena method of teaching speech-reading. Volta review, 29: 107-9, March 1927.  
A description of the method used in Jena, Germany, as set forth in the booklet by Karl Braukmann.

584. **Anderson, Effie S.** An opportunity school. *Volta review*, 29: 128-30, March 1927.  
 Story of the evolution and re-naming of a school intended to be a school of lip-reading.
585. **Fusfeld, Irving S.** The survey of schools for the deaf.—IV. *American annals of the deaf*, 72: 2-34, January 1927.  
 Continued from the September, 1926, issue.
586. **Holt, Laura Davies.** The hard-of-hearing child in the public school. *Public health nurse*, 19: 4-6, January 1927.
587. Pensions as applied in various states for schools for the deaf. *American annals of the deaf*, 72: 185-201, March 1927.
588. Survey of schools for the deaf. *American annals of the deaf*, 72: 2-106, January 1927.  
 Discusses the physical features of residential schools, with statistics of schools. Gives list of American instructors of the deaf. Continued from September, 1926, issue of the *Annals*.
589. **Wright, John D.** English schools for the deaf. *Volta review*, 29: 45-49, January 1927.  
 A description of twenty leading schools for the deaf in England. To be concluded.

#### EXCEPTIONAL CHILDREN

590. **Doll, Edgar A.** Institutional care of the feeble-minded. *Training school bulletin*, 24: 1-10, March 1927.  
 To be continued in the April number.  
 Discusses the social problem, the educational problem, medical and psychological considerations, etc.
591. **Jensen, Dortha W.** The gifted child. *Journal of educational research*, 15: 34-45, 126-33, 198-206, January, February, March 1927.  
 Discusses educational concepts and practices.
592. **Bather, A. A.** Opportunity schools for the mentally handicapped. *Michigan education journal*, 4: 416-18, March 1927.

#### EDUCATION EXTENSION

593. **Frederick, Joseph.** Education in prison. *Survey*, 57: 490-92, January 15, 1927.
594. **Hall-Quest, Alfred Lawrence.** The university afield. New York, The Macmillan company, 1926. xvi, 292 p. tables, diags. 8°. (Studies in adult education.)  
 This book gives a sketch of university extension in the United States, its scope, and many of its problems. It examines historically and descriptively the educational opportunities offered extramurally to adults by American universities in the extension field.
595. **Hart, Joseph K.** Adult education. New York, Thomas Y. Crowell company [1927] xiii, 341 p. 8°. (Crowell's social science series, ed. by Seba Eldridge.)
596. **Johnstone, E. R.** The mentally deficient adult. *Training school bulletin*, 23: 309-12, February 1927.  
 Intelligence tests and classifications now assist those who are dealing with mentally deficient adults to recognize them and to decide what shall be done with and for them.



597. **Keyworth, M. B.** Adult education in the community. Michigan education journal, 4: 406-7, 418, March 1927.

Discusses the opportunity in education of adults for both men and women, financing adult education, securing attendance, and properly trained teachers, etc.

598. **Nielson, Hazel B.** Adult education in North Dakota. Quarterly journal of the University of North Dakota, 17: 64-77, November 1926.

599. **Thomas, C. V.** Some major movements in adult education. School and society, 25: 376-80, March 26, 1927.

Defines the term "adult education" as used in this study to apply to purposeful, organized education for men and women over eighteen years of age who are no longer enrolled as regular day students of an elementary or secondary school, university or college.

600. **Wright, J. C.** The need for better continuation school legislation. Industrial education magazine, 28: 245-48, February 1927. tables.

### LIBRARIES AND READING

601. **American library association.** Papers and proceedings of the 48th annual meeting of the American library association, held at Atlantic City and Philadelphia, October 4-9, 1926. Chicago, Ill., American library association, 1926. [173]-643 p. 4°. (Bulletin of the American library association, vol. 20, no. 10, October 1926.)

Among the addresses and papers contained in this volume are those of the foreign delegates to this 50th anniversary conference of the American library association, and the other special addresses and papers relating to the anniversary.

602. **Chamberlain, Essie, and Carter, Bertha, comps.** Annotated home reading list. Illinois association of teachers of English bulletin, 19: 1-38, December 1, 1926-January 1, 1927.

The compilers of this list of books for high-school students' home reading have gathered the opinions of librarians and teachers in all parts of the country and from high-school students themselves, and only those books are included which have been read and enjoyed by young people.

603. **Cole, George Watson.** Early library development in New York state (1800-1900). New York, The New York public library, 1927. 19 p. 8°.

604. **Felician Patrick, Brother.** The college man and his reading. National Catholic welfare conference bulletin, 8: 14-16, February 1927.

Paper read at the Eighth annual convention of the Catholic educational association of Pennsylvania, held at Scranton, December 27-28, 1926.

605. **Mulheron, Anne M.** Training teachers for library work in platoon schools. Library journal, 52: 283-86, March 15, 1927.

A contribution by the librarian of the Portland, Oreg., Library association to the platoon school library discussion of the Department of superintendence, N. E. A., at Dallas, Tex., March 1, 1927.

606. **Norris, Ruth E.** A survey of library work in a platoon school. Elementary school journal, 27: 366-76, January 1927.

607. **Pritchard, Martha Caroline.** A new type of library school opens in New York state. New York state education, 14: 308-11, January 1927.

The work of the new School for library service at Columbia university, New York City, is described, which continues the life of the "time honored New York State library school at Albany."

608. **Richardson, Ernest Cushing.** International library cooperation and our local problems. Libraries, 32: 57-59, 106-7, 159-62, February, March, April 1927.

A paper read at the District of Columbia library association, November 17, 1926.

609. **Severance, Henry Ormal.** A library primer for high schools. 2d ed. rev. Columbia, Mo., Lucas brothers, 1927. 89 p. forms. 8°.
610. Sixty educational books of 1926. Journal of the National education association, 16: 95-98, March 1927.  
A list prepared by Joseph L. Wheeler, librarian of the Enoch Pratt Free Library, Baltimore, Md., with the assistance of Grace A. Kramer, of the Bureau of Research, Baltimore city schools.  
*Also in* School and society, 25: 18-23, January 1, 1927.
611. **United States. Office of Indian affairs.** Bibliography of Indian and pioneer stories suitable for children. Lawrence, Kansas, Haskell institute [1926] 27 p. 8°. (Bulletin, 1926, no. 13.)  
Arranged by author only.

### BUREAU OF EDUCATION: RECENT PUBLICATIONS

612. Comparison of city and school finances in 95 cities. By Frank M. Phillips . . . and Norman J. Bond. Washington, Government printing office, 1927. 7 p. 8°. (Statistical circular no. 6, January 1927.)
613. Education in the United States of America. Prepared under the direction of Jno. J. Tigert . . . for the Pan Pacific conference on education, rehabilitation, reclamation and recreation, Honolulu, T. H., April 11 to 16, 1927. Washington, United States Government printing office, 1927. 75 p. illus. 8°.
614. Educational directory, 1927. Washington, United States Government printing office, 1927. 139 p. 8°. (Bulletin, 1927, no. 1.)
615. Educational progress in the free city of Danzig. By A. Rudy, translator. Washington, Government printing office, 1927. 16 p. 8°. (Foreign education leaflet no. 3, January, 1927.)
616. Forty books for boys and girls. Washington, Government printing office, 1926. 4 p. 12° (Reading course, no. 30.)
617. Games and equipment for small rural schools. By Marie M. Ready. [Washington] U. S. Government printing office, 1927. 16 p. 8°. (Physical education series, no. 8.)
618. A manual of educational legislation. Prepared in the Rural education division, United States Bureau of education. Washington, Government printing office, 1927. 67 p. 8°. (Bulletin, 1926, no. 22.)
619. An outline of methods of research with suggestions for high school principals and teachers. Washington, United States Government printing office, 1927. 31 p. 8°. (Bulletin, 1926, no. 24.)
620. Per capita costs in city schools, 1925-26. Prepared in the Statistical division, Frank M. Phillips, chief. Washington, Government printing office, 1927. 9 p. 8°. (Statistical circular, no. 7, March 1927.)
621. Public instruction in Estonia. By Juri Annusson. Washington, Government printing office, 1926. 24 p. plates. 8°. (Foreign education leaflet, no. 2, July 1926.)
622. Report of meeting of National committee on home education, by Ellen C. Lombard. Held at the United States Bureau of education, Washington, D. C., September 30 and October 1, 1926. Washington, D. C., Government printing office, 1927. 13 p. 12°. (Home education circular, no. 8.)

623. Report of the administration of the schools of New Castle, Pennsylvania. By W. S. Deffenbaugh. Washington, Government printing office, 1927. 11 p. 8°. (City school leaflet, no. 24, March 1927.)
624. The Rhodes scholarships. Memorandum. The United States of America, 1927. Washington, Government printing office, 1927. 4 p. f°. (Higher education circular, no. 33, March, 1927.)
625. School hygiene and physical education. By James Frederick Rogers. Washington, United States Government printing office, 1927. 20 p. 8°. (Bulletin, 1927, no. 3.)  
Advance sheets from the Biennial survey of education in the United States, 1924-1926.
626. The schools of to-morrow. By Jno. J. Tigert. Washington, Government printing office, 1927. 14 p. 8°.
627. Twenty good books for parents. Washington, Government printing office, 1927. 8 p. 12°. (Reading course no. 21, revised.)



DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

OCT 19 1927

BULLETIN, 1927, No. 25

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**CONTENTS.**—Educational history and biography—Current educational conditions—International aspects of education—Educational theory and practice—Educational psychology; Child study—Psychological tests—Educational tests and measurements—Educational research—Individual differences—Special methods of instruction and organization—Special subjects of curriculum—Kindergarten and pre-school education—Elementary education—Rural education—Secondary education—Junior high schools—Teacher training—Teachers' salaries and professional status—Higher education—Junior colleges—School administration—Educational finance—School management—Curriculum making—Extra-curricular activities—School buildings and grounds—Health education and supervision—Physical training—Sex hygiene—Play and recreation—Social aspects of education—Child welfare—Moral education—Religious and church education—Manual and vocational training—Educational and vocational guidance—Agriculture—Home economics—Commercial education—Professional education—Civic education—Education of women—Indian and Negro education—Education of deaf—Education of blind—Exceptional children—Education extension—Libraries and reading—Bureau of education: Recent publications.

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## NOTE

The following pages contain a classified and annotated list of current educational publications received by the library of the Bureau of Education during the second quarter of 1927, April to June, inclusive. The last preceding list in this series of records was issued as *Bulletin, 1927, No. 12*, and comprised publications received by the Bureau of Education to April 1, 1927. The item numbers run consecutively through the issues of the record during 1927, and at the end of the year an annual index will be published with references to these item numbers.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

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## EDUCATIONAL HISTORY AND BIOGRAPHY

628. Davis, Jerome. Henry Ford, educator. *Atlantic monthly*, 189: 803-9, June 1927.

629. Goodspeed, Thomas W. President Harper and "The great university." *University record*, n. s. 13: 55-74, April 1927.

The story of William R. Harper, the first president of the University of Chicago.

630. Hambly, W. D. *Origins of education among primitive peoples. A comparative study in racial development. . . with a preface by Dr. Charles Hose.* London, Macmillan and co., ltd., 1926. 432 p. plates. 8°.
- CONTENTS.—Preface.—Author's introduction.—Child welfare and the decline of primitive races.—The general education of boys in preparation for tribal life.—The training of boys for specialised functions in tribal life.—Preparation of girls for general and specialised functions of tribal life.—The moral training of children by indirect methods, abstract principles, and puberty rites.—Summary and conclusions.—Bibliography.
631. Hansen, Allen Oscar. *Liberalism and American education in the eighteenth century. With an introduction by Edward H. Reischer.* New York, The Macmillan company, 1926. xxv, 318 p. 12°.
- Submitted in partial fulfillment of the requirements for the degree of doctor of philosophy, Columbia university.
- This study gives a comprehensive and systematic account of the extent to which eighteenth century French and English liberalism affected the educational thought of the Revolutionary and post-Revolutionary generation of American intellectuals.
632. Hamus, Paul. *Charles W. Eliot: 1834-1926. School and society,* 25: 645-54, June 4, 1927.
- Prepared at the request of the editor as a memorial to President Eliot, and delivered, with minor changes, also as a memorial to President Eliot, at the annual meeting of the Progressive education association, April 28, 1927.
633. Leonard, Jacob Calvin. *History of Catawba college, formerly located at Newton, now at Salisbury, North Carolina.* [Salisbury, N. C., 1927] 352 p. front., plates, ports. 8°.
634. McMurry, Frank M. *Some recollections of the past forty years of education.* Peabody journal of education, 4: 325-32, May 1927.
- The writer is professor of education, emeritus, Teachers college, Columbia university.
635. Neville, Charles E. *Origin and development of the public high school in Philadelphia.* School review, 35: 363-75, May 1927.
- An historical review. Gives comparative curriculums for 1839, 1898, and 1926.
636. Patrick, Wellington. *Twenty-five years of educational progress in Kentucky.* Southern school journal, 38: 3-5, April 1927.
637. Rightmire, G. W. [Dr. W. O. Thompson, President-emeritus] "His vision and his accomplishment." Ohio state university monthly, 18: 231-35, March 1927. illus.
- A tribute by President Rightmire to his predecessor.
638. "School's out for George A. Coe." Religious education, 22: 419-47, April 1927, part II.
- Part II of this number of the periodical is devoted to an appreciation of Dr. Coe, who has resigned from his position at Teachers college, Columbia university, to give his entire time to writing, lecturing, etc., in the cause of religious education.
639. Thwing, Charles F. *Guides, philosophers, and friends. Studies of college men.* New York, The Macmillan company, 1927. 476 p. 8°.
- Contains sketches of C. W. Eliot, J. B. Angell, D. C. Gilman, A. D. White, Cyrus Northrop, Mark Hopkins, W. T. Harris, W. E. Harper, J. H. Fairchild, E. S. Storrs, F. W. Gunsaulus, Henry Adams, James Bryce, John Morley, John Hay, A. E. Draper, W. D. Hyde, J. M. Taylor, S. E. Taylor, E. A. Park, W. J. Tucker, George Herbert Palmer.
640. Weigle, Luther Allan. *Why the principle of public responsibility for education has prevailed in the United States.* Religious education, 22: 319-32, April 1927.
- Gives the historical background of public education, with references in history, and quotations.

## CURRENT EDUCATIONAL CONDITIONS

## GENERAL AND UNITED STATES

641. **Carnegie foundation for the advancement of teaching.** Twenty-first annual report of the president and of the treasurer. New York city, 522 Fifth avenue, 1926. 250 p. 8°.

Contains: 1. The notable rise in college salaries, p. 17-33. 2. W. S. Learned: The quality of the educational process in the United States and in Europe, p. 60-145. 3. Athletics at Oxford and Cambridge, p. 145-52. 4. Henry S. Pritchett: Pension systems and pension legislation, p. 155-81.

642. **Detroit, Mich. Educational conference.** Proceedings of the ninth annual educational conference, May 5 and 12, 1927. Detroit, Mich., Board of education, 1927. 70 p. 8°. (Detroit educational bulletin. Research bulletin, no. 12, June 1927)

Contains: 1. Dorothy Ayers: Problem cases in intermediate schools, p. 5-8. 2. E. J. Corrigan and J. A. Kennedy: A new plan of homogeneous grouping, p. 16-19. 3. S. A. Courtis: Measuring the effect of nature and nurture in growth, p. 20-24. 4. R. B. Cunliffe: Value of Detroit advanced intelligence tests in prognosticating college success, p. 25-26. 5. W. E. Lessenger: Mass individualized instruction in secondary education, p. 37-40. 6. Eugene Mondor: Nationalism and historical truth in French, German, and English history textbooks, p. 48-52. 7. Nila B. Smith: Matching ability as a factor in first grade reading, p. 58-62. 8. L. A. Wiles: Public school finance, p. 67-70.

643. **Maryland state teachers' association.** Fifty-ninth annual meeting . . . Baltimore, Md., November 20 and 27, 1926. 87 p. 8°. (Walter H. Davis, secretary, Havre de Grace, Md.)

Contains: 1. Charles A. Prosser: The case for vocational and practical arts in the public schools, p. 18-24. 2. Edith Phillips: The teaching of literature in foreign language courses, p. 71-76.

644. **Missouri state school administrative association.** Proceedings of the thirteenth annual meeting, February 4 and 5, 1926, Columbia, Mo. Columbia, Mo., University of Missouri, 1926. 109 p. 8°. (University of Missouri bulletin, vol. 27, no. 41. Education series, no. 22)

Contains: 1. S. A. Courtis: The organization and administration of supervision, p. 9-19. 2. E. E. Lewis: Personal problems of the teaching staff, p. 20-28. 3. R. M. Tryon: Social studies in the curriculum, Grades I to VI, p. 29-35. 4. R. M. Tryon: The social studies curriculum in junior and senior high schools, p. 36-42. 5. S. A. Courtis: Education as purposing—an interpretation of the newer methods of teaching, p. 43-54. 6. E. E. Lewis: High spots in a school building program, p. 55-64. 7. E. E. Lewis: The care of school buildings, p. 65-82. 8. S. A. Courtis: The individualization of instruction, p. 89-101.

645. **National education association.** Department of superintendence. Official report, Dallas, Texas, February 26 to March 3, 1927. Washington, D. C., Department of superintendence, April 1927. 343 p. 8°.

A preprint of a section of volume 65 of the addresses and proceedings of the National education association.

Contains: 1. Educational ideals and their achievement, p. 70-90. 2. John W. Withers: The place and function of the junior high schools in the American school system, p. 93-99. 3. Jesse H. Newlon: The articulation of the junior and senior high school, p. 99-105. 4. Charles H. Judd: Social studies as the core of the junior high school curriculum, p. 110-15. 5. A forum of fundamental problems of the junior high school curriculum, p. 115-20. 6. William Green: Child labor and social welfare, p. 121-25. 7. Frank D. Boynton: Again the open door in education, p. 125-38. 8. M. G. Clark: Spiritualizing the facts, p. 138-46. 9. Thyrsa W. Amos: What can rightfully be expected of a program of character guidance in the high school supplementing that of the classroom? p. 146-55. 10. D. J. Kelly: Health education, p. 155-59. 11. James L. Hughes: Fundamental principles of modern education, p. 165-70. 12. Emily Griffith: An understanding citizenship through adult education, p. 177-83. 13. May Hill: The



nursery school: its uses in preschool and parental education, p. 210-12. 14. Raymond S. Loftus: How scouting works in connection with the public schools of Toledo, Ohio, p. 234-38. 15. Thomas D. Wood: Scientific standards in health education, p. 242-43. 16. Fletcher H. Swift: Summary of status of new types of state school taxes, p. 263-68.

646. **New York (State) University. Convocation.** Proceedings of the sixty-second convocation of the University of the State of New York, Albany, N. Y., October 28 and 29, 1926. Albany, University of the State of New York press, 1927. 77 p. 8°. (University of the State of New York bulletin, no. 879, July 1, 1927)

Contains: 1. H. E. Fosdick: The inspiring power of the teacher, p. 11-19. 2. W. C. Bagley: The selection and training of teachers, p. 24-34. 3. F. W. Ballou: The improvement of teachers in service, p. 34-47. 4. Mary E. Woolley: Teaching as a profession, p. 54-59. 5. Ada L. Comstock: Teachers "en masse," p. 61-68.

647. **Boston. Superintendent of public schools. Forty-fourth annual report, 1926.** Boston, Printing department, 1926. 196 p. tables, diagrs. charts. 8°. (School document no. 10, 1926)

Contains: Training in character and for citizenship, p. 8-46; The training of the emotions, p. 46-55; Military drill, p. 55-73; The Master's degree in the Teachers' college of the city of Boston, p. 74-77; Report of the committee on educational objectives and achievements in the public schools of Boston, p. 98-196.

648. **Burr, Charles W.** The evils of standardized education. General magazine and historical chronicle, 29:312-23, April 1927.

649. **Butterfield, Ernest W.** Adventures in public education. School and society, 25:583-62, May 21, 1927.

Address before the Harvard teachers' association, March 19, 1927, in which the speaker surveys educational conditions today.

650. **Chamberlain, Arthur H.** Annual report of the State executive secretary. Sierra educational news, 23:335-42, June 1927.

Report of the secretary of the California teachers' association at its meeting April 9, 1927.

651. **Chase, Josephine.** New York at school. A description of the activities and administration of the public schools of the city of New York, by Josephine Chase, in collaboration with the school authorities. [New York] Public education association of the city of New York, 1927. xii, 268 p. 12°.

Describes the varied activities of the New York City public schools, and the way in which they are organized to carry on the task of educating a million children.

652. **Clark, C. F.** What can the schools do to stem the tide of crime? Ohio teacher, 47:344-47, April 1927.

An analysis of present facts and conditions, with suggestions for their relief.

653. **Howard, George.** "What is your authority?" Educational administration and supervision, 13:266-71, April 1927.

Do fine buildings necessarily mean fine elementary schools, and can not standard elementary instruction be given unless each teacher teaches only one grade in rural schools?

654. **Kelly, F. J.** Is state education moving forward? Religious education, 22:632-36, June 1927.

Calls attention to the significant movements in state education along four lines.

655. **Learned, William S.** The quality of the educational process in the United States and in Europe. New York, Carnegie foundation for the advancement of teaching, 1927. 133 p. 8°. (Carnegie foundation for the advancement of teaching. Bulletin, no. 20)

First printed in the annual reports of the Carnegie foundation.

Part I discusses the quality of secondary education in the United States and in Europe; part II deals with the quality of education for intellectual pursuits in the United States and in Europe.

656. **Limitations of public education. The Catholic view, James H. Ryan; The Protestant view, Lynn Harold Hough; The Jewish view, Louis H. Mann.** Religious education, 22: 582-91, June 1927.

The Catholic view, by James H. Ryan, is also in the National Catholic welfare conference bulletin, for June 1927.

657. **O'Shea, M. V.** A State educational system at work. Report of an investigation of the intellectual status and educational progress of pupils in the elementary and high schools and freshmen in the colleges, public and private, of Mississippi, together with recommendations relating to the modification of educational procedure in the State. [Jackson, Miss.] The Bernard B. Jones fund, 1927. 368 p. tables, diags. 8°.

Among the points brought out in this report are recommendations for the abandonment of the district unit in educational administration, and the modification of school and college curricula so as to provide for varying talents and needs among pupils. The report also advises the grading of pupils according to mental maturity and ability, and that girls be given as good opportunities and facilities for education as are provided for boys.

658. **Roudabush, Charles E.** You and your schools. Mount Joy, Pa., The Bulletin, publishers, 1926. 85 p. 12°.

CONTENTS.—Chap. 1. The community.—Chap. 2. The school board.—Chap. 3. The superintendent.—Chap. 4. The teacher.—Chap. 5. The parent.—Chap. 6. The pupil.

659. **Threlkeld, A. L.** The education of an American. Teachers journal and abstract, 2: 426-32, June 1927.

Address given at the thirty-seventh annual commencement exercises at Colorado State teachers college, June 1, 1927.

660. **Tigert, John J.** The problems of urban education. New Jersey journal of education, 16: 5-6, April 1927.

#### FOREIGN COUNTRIES

661. **Alexander, Thomas.** Practice-teaching in Germany for elementary and secondary teachers. Educational administration and supervision, 13: 289-309, May 1927.

A paper read before the Supervisors of student teaching at the annual meeting in Dallas, February 28 and March 1, 1927.

662. **Baldwin, Elbert F.** The cité universitaire. Outlook, 146: 77-79, May 18, 1927.

Describes the new student dormitories of Paris.

663. **Davis, Jerome.** Testing the social attitudes of children in the government schools of Russia. American journal of sociology, 32: 947-52, May 1927.

664. **Drobka, Frank J.** Education in Poland; past and present. Washington, D. C., 1927. 131 p. 8°.

Thesis (Ph. D.)—Catholic University of America.

665. **Falconer, Robert A.** The tradition of liberal education in Canada. *Canadian historical review*, 8: 99-118, June 1927.
666. **Lasker, Bruno.** A public school that dares. *Survey*, 58: 252-53, 288, June 1, 1927.  
Describes the *Lichtwarkschule* of Hamburg, Germany. It nominally belongs to the new type of combined elementary and high school, the *Deutsche Oberschule*.
667. **Lindsay, Kenneth.** Social progress and educational waste; being a study of the "free-place" and scholarship system. With an introduction by Viscount Haldane. London, G. Routledge & sons, ltd., 1926. vii, 215 p. 12°. (Half-title: *Studies in economics and political science*, ed. by the director of the London school of economics and political science, no. 88)
668. **McKenzie, N. R.** The education system of New Zealand. *Educational outlook* (University of Pennsylvania) 1: 149-57, May 1927.  
The writer is the Senior Inspector of schools, Taranaki education district, New Zealand.
669. **Melvin, A. Gordon.** Student strikes in China. *Educational review*, 74: 29-31, June 1927.
670. **Nairn, J. A.** The curriculum of preparatory schools. *Journal of education and School world* (London) 59: 327-29, May 1927.  
Discusses conditions in English secondary schools.
671. **Phair, John T.** The school child. *American journal of public health*, 17: 330-34, April 1927.  
Discusses health activities in Toronto, Canada.
672. **Prideaux, P. H.** Democracy in the schools. *Journal of education and School world* (London), 59: 240, 242, April 1927.  
Says that the elementary schools of England are not as democratic as the secondary schools.

### INTERNATIONAL ASPECTS OF EDUCATION

673. **International education board, New York, N. Y.** Annual report, 1925-1926. New York City, 1927. 35 p. 12°.
674. **Dowling, Evaline, ed.** World friendship; a series of articles written by some teachers in the Los Angeles schools and by a few others who are likewise interested in the education of youth. [Los Angeles, Calif.] Committee on world friendship, Los Angeles city school district, 1927. 167 p. 8°.  
Bibliographies are also appended.
675. **Martin, Charles E.** Professors go to school. IV. The League of nations. *Washington education journal*, 6: 241-43, 254-55, April 1927.  
Discusses the League's ideals, achievements, the economic and financial work of the League, its mandates, etc.

### EDUCATIONAL THEORY AND PRACTICE

676. **Adams, Mildred.** The Marietta Johnson idea. *Woman citizen*, n. s. 11: 12-14, 40-41, May 1927. illus.  
"A school where work and play are so cunningly intermingled that children absorb knowledge without effort, learning what they need, as they need it." A description of the Fairhope, Alabama, experimental school.
677. **Betts, George H.** Teachers' diagnosis of classroom difficulties. *Elementary school journal*, 27: 600-3, April 1927.

678. **The environment for creative education.** *Progressive education*, vol. iv, no. 2, April-May-June 1927.  
 Contains: 1. Some comments on environment, by Edward Yeomans, p. 85-89. 2. Come let us live with our children, by Queene F. Coonley, p. 92-95. 3. New schools for old, by Rose B. Knox, p. 95-100. 4. A child's size world, by Margaret Pollitzer, p. 101-4. 5. Making environment meaningful, by Caroline Pratt, p. 105-8. 6. The teacher in a growing environment, by Ellen W. Steele, p. 109-11. 7. Creative activity in a summer camp, by Ralph C. Hill, p. 113-16. 8. The opportunity for creative development in the home, by Minnetta S. Leonard, p. 117-20.
679. **Flinner, Ira A.** Teacher estimates of ability. *Education*, 47: 549-55, May 1927.
680. **Hartwell, Charles S.** A schoolmaster's letters. Printed for his former pupils, June, 1927. Brooklyn, N. Y., M. Isaacson & sons, printers [1927] cover-title, 72 p. port. 8°.
681. **Hughes, James L.** Fundamental principles of modern education. *Journal of Arkansas education*, 5: 7-10, May 1927.
682. **Koos, Leonard V. and Troxel, Oliver L.** A comparison of teaching procedures in short and long class periods. *School review*, 35: 340-53, May 1927. tables.
683. **Peck, Mary E.** Teaching that develops initiative. *Virginia journal of education*, 20: 365-67, May 1927.
684. **Roso, Clay C.** An experiment in motivation. *Journal of educational psychology*, 18: 337-46, May 1927.
685. **Salm, Connor K.** A score card for judging the recitation. *School review*, 35: 281-85, April 1927.
686. **Shreve, Francis.** Supervised study plan of teaching. Richmond, Va., Johnson publishing company [1927] xvii, 539 p. tables, diagrs. 12°.
687. **Wrinkle, William L.** The diagnosis and guidance of teaching. *Journal of educational method*, 6: 425-33, June 1927.

### EDUCATIONAL PSYCHOLOGY; CHILD STUDY

688. **Baker, Harry J.** Characteristic differences in bright and dull pupils. An interpretation of mental differences, with special reference to teaching procedures. Bloomington, Ill., Public school publishing company [1927] viii, 118 p. 8°.  
 The author, who is clinical psychologist of the Detroit public schools, undertakes to go behind the scenes of testing and to interpret differences in general intelligence in terms of the psychology of learning.
689. **Cox, Catharine Morris and others.** The early mental traits of 300 geniuses. Stanford university, Calif., Stanford university press, 1926. xxiii, 842 p. front. (port. tables, diagrs. 8°. (Genetic studies of genius, ed. by Lewis M. Terman, vol. II)  
 The study summarized in this volume is an attempt to ascertain from historical accounts of the early years of great men, what degree of mental endowment characterizes individuals of genius in their childhood and youth.
690. **Judd, Charles H.** Early emotions and early reactions as related to mature character. *Childhood education*, 3: 348-54, April 1927.
691. **Lehman, Harvey C. and Witty, Paul A.** Sex differences in school marks. *High school quarterly*, 5: 147-52, April 1927. tables.

692. Pringle, Ralph W. *Methods with adolescents*. With a foreword by Lotus D. Coffman. Boston, New York [etc.] D. C. Heath and company [1927] xvii, 437 p. 12°.
693. Wile, Ira S. Behavior difficulties of children. *Mental hygiene*, 11: 38-52, January 1927.
694. ——— Conduct disorders of children. *Journal of the American medical association*, 88: 1222-27, April 16, 1927.
- Says that conduct disorder must never be the object of treatment; one must treat the whole child in the total situation.

### PSYCHOLOGICAL TESTS

695. Bridges, K. M. Banham. Critical notes on mental tests for children of preschool age. *Pedagogical seminary*, 34: 38-44, March 1927.
- Study based on tests given in the McGill university nursery school. The following test scales were used: Kuhlmann-Binet, Stanford-Binet, Stutsman's performance tests, and Gesell's developmental schedules.
696. Bronner, Augusta F., Healy, William, Lowe, Gladys M. and Shimberg, Myra E. *A manual of individual mental tests and testing*. Boston. Little, Brown, and company, 1927. x, 287 p. tables, diagrs. 8°. (Judge Baker foundation publication no. 4)
697. Cunningham, Bess V. An intelligence test for parents. How well do you know your job? *Children*, 2: 23-24, May 1927.
- Correct answers are given on page 40.
698. Freeman, Frank S. A non-technical discussion of mental testing. *Education*, 47: 539-48, May 1927.
699. Lanier, Lyle H. Prediction of the reliability of mental tests and tests of special abilities. *Journal of experimental psychology*, 10: 69-113, April 1927.
700. Wells, F. L. *Mental tests in clinical practice*. Yonkers-on-Hudson, N. Y. World book company, 1927. x, 315 p. tables. 8°. (Measurement and adjustment series, ed. by Lewis M. Terman)
- This manual is designed as a guide to the study of individual mentality and personality. In the introduction, Dr. L. M. Terman advocates the constant supplementing of our wholesale testing with clinical examinations of individual cases, notwithstanding increased expense of the latter.

### EDUCATIONAL TESTS AND MEASUREMENTS

701. Eckert, Dana Z. Report on city-wide reading test in elementary schools (Pittsburgh public schools) Curriculum study and educational research bulletin, 1: 3-27, March-April 1927.
- The entire number of this issue is devoted to the report of the reading test.
702. Foran, T. G. . . . The present status of silent reading tests. Pt. I. The measurement of rate of reading. Washington, D. C., The Catholic education press [1927] cover-title, 27 p. 8°. (The Catholic university of America. Educational research bulletins, vol. II, no. 2, February, 1927.)
703. Frasier, George Willard. The new type examination. *Texas outlook*, 11: 9-11, May 1927.
- Compares the essay type of examination with some of the new types, the recall question, the completion test, the matching test, best-answer test, true-false test, etc.

704. High school (University of Oregon) Objective test number. Vol. iv, no. 4, May 1927.

This number is devoted to the subject of tests, and contains: Unstandardized objective tests in junior and senior high schools; Objective tests in high school mathematics; Objective examinations in science; Objective measurement tests in commercial subjects; New type tests in the social studies; New type tests for modern languages; Objective tests in literature; etc.

705. Hill, Howard C. Tests and testing in the social studies. Teachers journal and abstract, 2: 351-55, May 1927.

Describes two kinds of tests, exploratory tests, and teaching tests, in a number of different forms, and several of the standardized tests in civics, and in history.

706. Irmira, M., *Sister*. . . The content and measurement of the reading vocabulary. Washington, D. C., The Catholic education press [1927] cover-title, 29 p. 8°. (The Catholic university of America. Educational research bulletins, vol. II, no. 1, January 1927)

Bibliography: p. 28-29.

707. McClusky, Howard Y. and Curtis, Francis D. A modified form of the true-false test. School science and mathematics, 27: 363-66, April 1927.

708. Odell, Charles W. Scales for rating pupils' answers to nine types of thought questions in American history, civics, English literature, and general science. For use in junior and senior high schools. Urbana, Ill., University of Illinois, Bureau of educational research, 1927. 4 pamphlets. 4°.

709. Robinson, L. C. A uniform entrance test in English in higher institutions. High school teacher, 3: 140-41, April 1927.

"This is the third year for the administration of the uniform entrance test in English in the higher institutions of the four states of the North West—Oregon, Washington, Montana, and Idaho." The tests are given in the article.

710. Buch, G. M., and Stoddard, George D. Tests and measurements in high-school instruction. Yonkers-on-Hudson, N. Y., World book company, 1927. xix, 381 p. tables. 8°. (Measurement and adjustment series, ed. by Lewis M. Terman)

The history, uses, and limitations of tests in secondary education are set forth in this volume. Criteria are given for the selection of tests suitable for a particular purpose. All the important intelligence and achievement tests intended for use in the high school are described and evaluated.

711. Tryon, R. M. Standard and new type tests in the social studies. Historical outlook, 18: 172-78, April 1927.

### EDUCATIONAL RESEARCH

712. Buckingham, B. R. Leadership in educational research. Journal of educational research 15: 239-45, April 1927.

Gives the requisite qualities for leaders in educational research.

713. Butler, F. H. C. The research spirit in education. Journal of education and School world (London), 59: 393, 396, June 1927.

714. Combs, M. L. Educational research. Virginia journal of education, 20: 433-36, June 1927.

A tentative program outlined, pointing out some of the opportunities for service through the study of educational problems of the state of Virginia.

715. District of Columbia. Board of education. Report . . . 1925-26. Washington, Government printing office, 1926. 94 p. 8".

This report contains a section on educational research in Washington public schools, giving evidence of what educational measurements may accomplish when properly used.

### INDIVIDUAL DIFFERENCES

716. Flewelling, Wilma Shaffer. A critical evaluation of individualized instruction in mathematics. *Mathematics teacher*, 20: 286-94, May 1927.

### SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

#### PROJECT METHOD

717. Clem, Orlie M. The application of the project technique to a course in general science. *Journal of educational method*, 6: 397-402, May 1927.

#### VISUAL INSTRUCTION

718. Enlow, E. B. Visual aids in high school instruction. *High school quarterly*, 5: 157-61, April 1927.
719. Horn, Aaron. Teaching appreciation of the photoplay. *Educational review*, 74: 38-40, June 1927.
720. Peters, Rupert. Available material for school use in some U. S. Government departments. *Educational screen*, 6: 288-90, June 1927.
- A partial report of the Committee on sources of materials of the National academy of visual instruction, given at Chapel Hill, N. C., April 25, 1927.

#### DALTON PLAN

721. Ullman, Rosalie W. The Dalton plan awakens desired interest in the study of literature. *Education*, 47: 606-11, June 1927.

#### PLATOON SCHOOL

722. "Auditoriana." How others make the most of the auditorium. *Platoon school*, 1: 34-37, June 1927.
- Auditorium references: p. 37.
723. Hall, B. C. Platoon schools in Little Rock, Arkansas. *Journal of Arkansas education*, 5: 7-10, April 1927. tables.
724. Kennedy, W. F. The natural process in education via the platoon system. *Childhood education*, 3: 457-64, June 1927.
725. Mayberry, L. W. A modified platoon plan. *Elementary school journal*. 27: 609-14, April 1927.
- Describes a modification of the platoon plan inaugurated in the Wichita (Kans.) schools in September 1926.
726. Wilson, H. B. The natural process in education via the non-platoon system. *Childhood education*, 3: 465-74, June 1927.

#### RADIO

727. Dowdle, Lois P. Radio and extension teaching. *Journal of home economics*, 19: 252-56, May 1927.
- Describes the extension work in several universities.

28. **Hemphill, Josephine F.** Broadcasting home economics from the U. S. Department of agriculture. *Journal of home economics*, 19: 275-78, May 1927.

A description of "Aunt Sammy's" work in putting over the national farm radio program.

29. **Hunter, H. Reid.** Radio in schools. *American educational digest*, 46: 389-92, May 1927.

An account of work in Atlanta, Ga., where seventy-five schools tune in, giving an outline of procedure, typical programs, results, etc.

30. **Light, N. S.** Music appreciation broadcasts. *Connecticut schools*, 8: 2-6, April 1927.

Describes a series of programs which were the joint effort of the Connecticut State Board of Education and the Broadcasting service of the Travelers insurance company.

## SPECIAL SUBJECTS OF CURRICULUM

### READING

31. **Altstetter, Mrs. M. L.** The teaching of reading. *Journal of the Florida education association*, 4: 1-3, 25, June 1927.

Additional suggested remedial measures to be followed in carrying out the statewide program for the improvement of the teaching of reading.

32. **Anderson, E. W. and Keeler, Lewis.** A critical analysis of the Kansas school readers. *University of Kansas bulletin of education*, 1: 5-9, April 1927. tables.

33. **Davis, Jessie Emory.** Teaching beginning reading. *Journal of the Florida education association*, 4: 8-11, May 1927.

34. **Distad, H. W.** A study of the reading performance of pupils under different conditions on different types of materials. *Journal of educational psychology*, 18: 247-58, April 1927.

35. **Donovan, H. L. and Robert, E. B.** A review of twenty-three sets of elementary readers. *Peabody journal of education*, 4: 359-69, May 1927. The readers are described and evaluated.

36. **Gates, Arthur I.** Studies of phonetic training in beginning reading. *Journal of educational psychology*, 18: 217-26, April 1927.

37. **Harris, Julia M., Donovan, H. L., and Alexander, Thomas.** Supervision and teaching of reading. Richmond, Va., Johnson publishing company [1927]. xxi, 474 p. tables, diagrs. 12°.

38. **Stark, W. O.** Improvement of teaching reading. *Kansas teacher*, 24: 12-14, 16-19, April 1927.

Bibliography: p. 18-19.

39. **Stone, Clarence B.** A modern program of reading instruction. *Normal instructor and primary plans*, 36: 18, 73-74, June 1927.

Subject is treated under four headings—objectives, procedures, classroom organization, and summary.

### SPELLING

40. **Ashbaugh, E. J.** The course of study in spelling. *Elementary English review*, 4: 102-4, April 1927.

41. **Breed, Frederick S.** The words to be taught in spelling. *Elementary English review*, 4: 97-101, April 1927. tables.



742. Davis, Georgia. Remedial work in spelling. *Elementary school journal*, 27: 615-26, April 1927.

Describes remedial work in the elementary schools of Richmond, Ind.

743. McKee, Paul. Teaching spelling by column and context forms. *Journal of educational research*, 15: 246-55, April 1927.

#### ENGLISH AND COMPOSITION

744. Ashbaugh, E. J. Non-school English of high-school students. *Journal of educational research*, 15: 307-13, May 1927.

The crucial measures are what the pupil does when he is "on his own," the habitual reactions when he is thinking about something else, the standard he considers sufficient when he knows he is to be judged only by his peers.

745. Camenisch, Sophia C. Representative courses of study in English. *English journal*, 16: 279-94, April 1927. tables.

746. Cross, E. A. Fundamentals for English teachers. *English journal*, 15: 364-73, May 1927.

747. Furst, Clyde. The study of English. New York, Carnegie foundation for the advancement of teaching, 1927. 14 p. 8°.

Reprinted from the twentieth annual report of the Carnegie foundation for the advancement of teaching, 1925.

748. Hitchcock, Alfred M. Study plans for novels read in high schools. New York, Henry Holt and company [1927] v, 348 p. 12°.

749. Horn, Ernest. . . . A basic writing vocabulary; 10,000 words most commonly used in writing. Iowa City, College of education, University of Iowa [1926] 225 p. 8°. (University of Iowa monographs in education. [1st ser. no. 4, April 1, 1926])

750. Jones, Easley S. What to write about. *Illinois association of teachers of English bulletin*, 19: 2-19, May 1927.

1,000 titles of subjects are given with suggestions.

751. La Brant, Lou L. Certain criteria for classifying pupils in literature courses. *School review*, 35: 458-66, June 1927.

Work in the Oread training school, University of Kansas.

752. Midgley, Marion. The reading of poetry in the classroom. *English leaflet*, 26: 77-83, June 1927.

Endeavors to show how "teachers may win their pupils to the love of rhythm and tone and the message of poetry."

753. Moore, John Brooks. A method in American literature. *English journal*, 16: 294-302, April 1927.

Discusses the problems and the field of a course for college students which must be a one-year course.

754. O'Rourke, L. J. Self aids in the essentials of grammatical usage. Washington, D. C., Educational and personnel publishing company [1927] vi, 202 p. 12°.

This manual presents a method of drill in the essentials of English usage. The content of the book is based upon the results of research studies, such as the study of frequency of error by Charters and Miller, the seven-year program of Stormsand and O'Shea, with the resultant error quotient, and additional studies made by O'Rourke.

755. ——— Self-aids in the learning of English. *English journal*, 16: 260-71, April 1927.

Discusses the problem, the procedure, and the objective and subjective results.

756. **Potter, Walter H. and Touton, Frank C.** Achievement in the elimination of errors in the mechanics of written expression throughout the junior-senior high school. *California quarterly of secondary education*, 4: 255-78, April 1927.  
From a Master's thesis written by W. H. Potter under the direction of Professor Frank C. Touton.
757. **Rae, Florence J. and Pressey, S. L.** A comparison of "honor" and "zero" sections in English composition. *Educational research bulletin (Ohio state university)* 6: 183-85, 198, April 27, 1927.  
A discussion of how to improve the college student in English composition.
758. **Richards, Edwin B. and Cornell, Ethel L.** . . . Suggestions for teaching English. Albany, The University of the state of New York press, 1927. 40 p. 8°. (*University of the state of New York bulletin*, no. 878, June 15, 1927.)  
"Bibliography": p. 38-40.
759. **Rigg, Melvin.** Alas! the composition of the college freshman. *Educational review*, 74: 54-56, June 1927.  
Presents some astounding results of writing tests, in capitalization, punctuation, grammar and sentence structure, and analyzes the errors.
760. **Buhlen, Helen D.** The English curriculum. *English journal*, 16: 440-45, June 1927.  
Describes the Cleveland course of study in English for high schools.

## ANCIENT CLASSICS

761. **Grinstead, Wren Jones.** The Latin teacher and the problems of Latin instruction. *Educational outlook (University of Pennsylvania)* 1: 158-65, May 1927.
762. **Hazzard, J. C.** Beginning Latin in college. *Classical journal*, 22: 671-73, June 1927.  
The writer discusses the content of the college course in beginning and elementary Latin, which he thinks should be different from the high school course in the same subject, and describes the courses that he offered in a small Mid-western college.
763. **Kraemer, Casper J., Jr.** The influence of the classics on English literature. *Classical journal*, 22: 485-97, April 1927.
764. **Lavender, Roberta.** A concerted effort to promote the classics in Texas. *Classical journal*, 22: 608-15, May 1927.

## MODERN LANGUAGES

765. **Buswell, G. T.** The effect of different methods of teaching upon ability to read French. *Modern languages forum*, 12: 7-10, April 1927.
766. **Cabel, Frances.** Teaching aids in French. *Virginia teacher*, 8: 109-13, April 1927.  
Discusses phonograph records, direct method charts, French papers, French correspondence, games, standard tests, etc. Gives a table of aids.
767. **Condon, Vesta E.** The use of plays in Spanish classes. *Modern language journal*, 11: 438-46, April 1927.  
In the article the author mentions several Spanish plays which she briefly describes.

768. Foreign language study and journalism. Report of investigation conducted by the American association of schools and departments of journalism. Journalism bulletin, 4: 23-29, June 1927.

The result of a study based on a questionnaire sent out to 18 schools and departments which give degrees, either the Bachelor of arts, or Bachelor of science, in journalism.

769. Seibert, Louise C. An experiment in learning French vocabulary. Journal of educational psychology, 18: 294-309, May 1927. tables, diags.

Three methods were used in this experiment: (1) Learning silently; (2) learning aloud; (3) learning aloud with an immediate recall.

770. Van Horne, John. Bibliography of modern language methodology in America for 1926. Modern language journal, 11: 489-501, May 1927.

#### MATHEMATICS

771. Austin, C. A. The laboratory method in the teaching of geometry. Mathematics teacher, 20: 286-94, May 1927.

772. Blackstone, E. G. Computation of the arithmetic mean, the median and the mode. Journal of commercial education, 56: 113-14, 117, April 1927.

773. Buswell, G. T. Summary of arithmetic investigations (1926) I-II. Elementary school journal, 27: 685-94, 731-44, May-June 1927.

Part I consists of a bibliography limited to materials which are quantitative or critical in character, composed of fifty-two studies; Part II is composed of summaries of other studies included in the bibliography.

774. Farmer, Susie B. The place and teaching of calculus in secondary schools. Mathematics teacher, 20: 181-202, April 1927.

The writer divides her study as follows: I. Justification of such a course; II. Subject matter and presentation; III. Conclusion.

775. Judd, Charles Hubbard. Psychological analysis of the fundamentals of arithmetic. Chicago, Ill., The University of Chicago [1927] x, 121 p. 8°. (On cover: Supplementary educational monographs, no. 32, February 1927)

776. Morton, Robert Lee. Teaching arithmetic in the intermediate grades. New York [etc.] Silver, Burdett and company [1927] v, 354 p. diags. 12°.

Modern research has produced so voluminous a mass of tested material on arithmetic teaching that it is no longer possible to discuss the entire subject in a single volume. The present manual covers the work of the intermediate grades, or grades 4, 5, and 6.

777. Taylor, E. H. Mathematics in the junior high school. Mathematics teacher, 20: 223-35, April 1927.

778. Washburne, Carleton W. Comparison of two methods of teaching pupils to apply the mechanics of arithmetic to the solution of problems. Elementary school journal, 27: 758-67, June 1927.

#### SCIENCE

779. New England association of chemistry teachers. Report . . . one hundred fourth meeting, Providence, R. I., March 19. 1927. 131-56 p. 8°. (John H. Card, secretary, 40 Summer Street, Holbrook, Mass.)

Contains: Norris W. Rakestraw: Objective examinations in chemistry, p. 133-43.

780. Brodell, Alexander. Science department meetings. School review, 35: 428-47, June 1927.

This article is intended to help the new head of a science department by outlining the salient points of the department meetings for two semesters, giving a bird's-eye view of the teachers' needs, the pupils' needs, the machinery of organization, and the co-ordination of labor.

781. Brundage, P. S. Present-day tendencies in high school science. American schoolmaster, 20: 169-76, May 15, 1927. graphs.

782. Gordon, Neil E., *chairman*. Correlation of high-school and college chemistry. Journal of chemical education, 4: 640-56, May 1927.

The report of the Committee of chemical education of the American chemical society in its preparation of a second revision of the Standard minimum high-school course in chemistry.

783. Hunter, G. W. The problem of method in elementary biology. School science and mathematics, 27: 594-605, June 1927. diags.

784. Knox, W. W. The demonstration method versus the laboratory method of teaching high-school chemistry. School review, 35: 376-86, May 1927.

785. Nash, H. B. and Phillips, M. J. W. A study of the relative value of three methods of teaching high-school chemistry. Journal of educational research, 15: 371-79, May 1927. tables.

The three methods discussed are the pupil method, the combination method, and the instructor method.

786. Obourn, Ellsworth S. The science demonstration in the junior-senior high school. General science quarterly, 11: 227-36, May 1927. illus.

To be continued in the next issue.

787. Segerblom, Wilhelm. Recent advances in teaching elementary chemistry. Journal of chemical education, 4: 497-502, April 1927.

Confined to the field of high school chemistry.

788. Snedden, David. Natural sciences in school curricula. Teachers college record, 28: 802-13, April 1927.

Certain theses prepared by the author on the General problems, Some ground-clearing postulates or assumptions, The central problem of values, Central hypotheses as to educational values, school course objectives, and methods of instruction, and Some immediate problems.

789. Taylor, J. E. A second-year chemistry course for colleges. Journal of chemical education, 4: 447-53, April 1927.

"An attempt to enliven college chemistry and to avoid thoughtless following of printed directions."

790. Tustison, F. E. Electrical instruction with minimum cost and space for the junior high school. Industrial arts magazine, 16: 172-75, May 1927. illus.

791. Webb, Hanor A. The high-school science library for 1926. Peabody journal of education, 4: 351-58, May 1927.

The list of books is given, with title, author and publisher, and address of publisher, and five price groups, \$10, \$15, \$25, \$50 and \$100.

#### NATURE STUDY

792. Carpenter, Gladys Cleone. A museum nature room for children. American childhood, 12: 10-12, April 1927. illus.

54643-27-3

793. Dillon, W. E. A nature-lore program for a city playground. *Playground*, 21: 166-70, June 1927.

A nature-lore program can be conducted within the walls of a city and on a city playground—heaven and earth supply the material independent of appropriations from any Playground association.

794. Everts, Bertha. Nature-study plans. *Training school bulletin*, 24: 33-37, May 1927.

795. Henry, Maude Wood. Outdoor good manners. *Scholastic*, 10: 10, 26, April 2, 1927. illus.

Discusses the conservation of wild flowers, the observance of Wild-flower Day in the schools, April 24, and other problems useful in nature study.

796. Hurley, Coila. A natural-science project in conservation. *Elementary school journal*, 27: 751-57, June 1927.

A teacher of seventh grade pupils relates the plan carried out whereby the desire was created in the pupils to know more about the real outdoors, and to write and produce a nature play, centering in the conservation of bird life.

797. Bicker, P. L. Give the wild flowers a chance. *Nature magazine*, 9: 303-6, May 1927. illus.

Discusses conservation of our wild flowers, and offers a number of illustrations in color.

#### GEOGRAPHY

798. Bowles, Ella Shannon. Outline for teaching geography in the first three grades. *Progressive teacher*, 34: 20, 36, 26, May, June 1927.

799. Brigham, Albert Perry. Contribution of geography in senior high grades. *Journal of geography*, 26: 165-74, May 1927.

Read at the meeting of the National council of geography teachers, Philadelphia, 1926.

800. Fairbanks, Harold W. Real geography and its place in the schools. San Francisco, Calif., Harr Wagner publishing company [1927] 198 p. 12°.

801. Martin, Maude Cottingham. Unit topics suitable for junior high school geography. *Journal of geography*, 26: 148-58, April 1927.

Presented at the Philadelphia meeting of the National council of geography teachers, December 28, 1926.

802. Morris, Mrs. Grace Parker. Geography for advanced grades. *Oregon teachers monthly*, 31: 5-7, May 1927.

A lesson plan is given for Siberia.

803. Neville, Charles Edward. A study of outcomes in education through geography teaching. Philadelphia, 1927. 54 p. 8°.

Thesis (Ph. D.)—University of Pennsylvania.

#### SOCIAL STUDIES

804. Association of history teachers of the middle states and Maryland. Proceedings, New Brunswick, May 7-8, 1926; Buffalo, November 27, 1926. 106 p. 8°. (Lena C. Van Bibber, secretary-treasurer, Maryland State normal school, Towson, Md.)

Contains: 1. D. R. Taft: History textbooks and truth, p. 26-33. 2. B. D. Wood: History placement tests, p. 56-64. 3. Report of a committee on college credit for courses in social science of the Association of history teachers of the middle states and Maryland, p. 72-76.

805. **Bailey, D. C.** A new approach to American history. Students' guide sheets. Chicago, Ill., the University of Chicago press [1927] viii, 82 p. 8°.

The method here proposed aims to give the student a series of understandings of the larger significant movements of American history which will explain the society in which he lives and develop in him a reasoning attitude toward the social world of to-day.

806. **Ellison, William H.** A criticism of some recent trends in the field of the social studies. *Historical outlook*, 18: 210-15, May 1927.

Comments on the lack of criticism and analysis of courses offered, making suggestions as to the needs in college courses, the types of examinations used, the business of teachers of the social subjects, etc.

807. **Harap, Henry.** Economic life and the curriculum. New York, The Macmillan company, 1927. xi, 188 p. 12°.

The purpose of this volume is, first, to point out certain economic demands on the changing curriculum; second, to discuss the more acceptable curriculum studies in this field; and, third, to relate how the economic activities are establishing themselves in the program of the American school.

808. **Johnson, E. M.** The utilization of the social sciences. *Journalism bulletin*, 4: 30-35, June 1927.

809. **Judd, Charles H.** Social studies as the core of the junior high school curriculum. *California quarterly of secondary education*, 2: 187-91, April 1927.

810. **Kelly, F. Joseph.** The study of history in college. *Catholic school journal*, 27: 66-68, May 1927.

811. **Landman, Jacob Henry.** The history club: a symposium on American history. *Historical outlook*, 18: 161-62, April 1927.

812. **Maeder, Henry G.** Education outcomes unique in the teaching of ancient history. Philadelphia, 1927. 211 p. 8°.

Thesis (Ph. D.)—University of Pennsylvania.

813. **Mirick, George A.** The social subjects in grades 5 and 6. *Elementary school journal*, 27: 585-91, April 1927.

814. **Osburn, W. J.** Are we making good at teaching history? Prepared under the direction of W. J. Osburn, with the assistance of a grant from the Commonwealth fund. Issued by John Callahan, State superintendent. Bloomington, Ill., Public school publishing company, 1926. 130 p. tables. 8°.

The data herein presented are the results of a study made possible by a grant from the Commonwealth fund to the State department of public instruction of Wisconsin. The purpose was to discover the present status of testing in history, and to suggest means whereby such testing may be improved.

815. Report on the teaching of Latin American history. *Bulletin of the Pan American union*, 61: 547-51, June 1927.

Review of report, with extracts, made by a committee of American historical association in cooperation with the Pan American union.

816. **Stone, Edna H.** Significant activities in social studies teaching. *California quarterly of secondary education*, 2: 233-47, April 1927.

#### MUSIC

817. **Dann, Hollis.** Musical competitions and their results. *School music*, 28: 3-7, May-June 1927.

818. Hughes, Cecil L. Music instruction in junior and senior high schools in forty representative cities. *School review*, 35: 452-57, June 1927.
819. Kutschinski, C. D. Music study credits. *North Carolina teacher*, 3: 255, 272, April 1927.
820. An outline course of musical study for the summer vacation. For class or individual instruction or self-study. *Music and youth*, 2: 272-74, June 1927. illus.
- The course includes American music, Music of different nations, Instrumental music, orchestra and wind band, Growth of opera, Practical musicianship, Musical history, etc.
821. Thompson, Margaret P. The values of music in junior high school education. *Teachers journal and abstract*, 2: 280-82, April 1927.
- This article summarizes a paper read before the Junior high school section of the Colorado education association, November, 1926.
822. Weaver, Paul J. High school music study credits. *North Carolina teacher*, 3: 288-89, 297, May 1927.
- Sequel to an article in the April number.

## ART EDUCATION

823. Beam, Lura. The place of art in the liberal college. A selection of the introductory and concluding chapters from a study in manuscript under this title completed in June, 1926. *Association of American colleges bulletin*, 13: 265-88, May 1927.
824. Clark, Marion. Graduate work in related art. *Journal of home economics*, 19: 312-16, June 1927.
- Paper read before the Related art section at the annual meeting of the American home economics association, Minneapolis, June 28-July 2, 1926.
825. Federated council on art education. Report of the committee on elementary school art. Bess Eleanor Foster, chairman. 1926. 32 p. 12". (Leon L. Winslow, secretary, Baltimore, Md.)
826. Kent, Henry W. Public interest in art. *Journal of the National education association*, 16: 151-54, May 1927. illus.
- A discussion of the development of interest in art, the art school, museums of art, the teaching of art in school and college, the campaigns for art by the organized bodies for the encouragement of art—the American federation of arts, Federation of women's clubs, National society of architects, etc.
827. Norris, Nellie S. Art education in high schools as a means to improve art taste in the home. *School-arts magazine*, 26: 539-45, May 1927.
828. Saint-Gaudens, Homer. Why museums? *Christian student*, 28: 5-14, February 1927. illus.
- Gives a number of reasons for having museums, and for using them often, and suggests a number of ways in which museums have an educational use.

## . DRAMATICS AND ELOCUTION

829. Avery, Elizabeth. Some practical applications of phonetics in the teaching of speech. *Quarterly journal of speech education*, 13: 291-305, June 1927.
- Read at the Chicago convention, December 29, 1926.
830. Brocar, C. America, pageant. *Mind and body*, 34: 4-16, April 1927.
- A pageant given in the Spokane, Wash., elementary schools, illustrating the discovery of America, the settlement of the immigrants of one nation after another, the final union of all settlers or immigrants, and the amicable relationship of the many nationalities.

831. **Everyday speech efficiency.** Primary education—Popular educator, 44: 636, 638, April 1927.

Discusses the problem, the courtesies of oral intercourse, the fine art of conversation, etc.

832. **Lahman, Carroll P.** Training the high-school teacher of speech. Quarterly journal of speech education, 13: 103-10, April 1927.

Read at the Chicago convention of the National association of teachers of speech, December 30, 1926.

833. **Long, Harriet C.** A drama with a purpose. A county board of education. Wisconsin journal of education, 59: 330-35, April 1927.

"A brief dramatisation of some arguments for and against this project."

834. **Swain, Ethel.** The use of plays. In Community exchange bulletin, Santa Clara and Sonoma issue. Sacramento, California, State department of education, Division of immigration, 1927. p. 31-33. (Community exchange bulletin, vol. v, no. 4, April 1927)

835. **Whitmire, Laura G.** A course in pantomime. Quarterly journal of speech education, 13: 110-18, April 1927.

A short list of references is given on page 118.

#### HANDWRITING

836. **Skeeles, Arthur G.** National association of penmanship supervisors. Thirteenth anniversary meeting, Philadelphia, April 27-29, 1927. Business education, 32: 7, 23-24, June 1927.

A brief summary of the meeting, giving the officers for 1928, with place of next meeting, etc.

837. **West, Paul V.** . . . Changing practice in handwriting instruction; suggestions and discussion based upon a survey of present practices and problems. Bloomington, Ill., Public school publishing company [1927] 142 p. 8°. (Educational research monographs, ed. by G. M. Whipple, no. 9)

838. ——— The motivation of handwriting instruction. Journal of educational method, 6: 392-96, May 1927.

#### SAFETY

839. **Berman, Samuel.** Educating for safety. Pennsylvania school journal, 75: 671-73, June 1927. illus.

Discusses safety patrols, safety campaigns, safety slogans, rules, etc.

840. **Flowers, William B.** Again—safety education in our schools. Baltimore bulletin of education, 5: 171-73, May 1927.

841. **Lagriffe, Lucien.** Alcohol as a cause of traffic accidents. Scientific temperance journal, 36: 26-35, Spring 1927.

A paper presented at the 18th International congress against alcoholism, at Dorpat, 1926. States that the great majority of traffic accidents are caused by non-abstainers, and that there should be a standardization of speedy methods of detecting the drinkers, methods of examination before granting licenses to operate, and periodic medical inspection of operators of all motor vehicles.

842. **Moore, Madeline M.** Safety-first education. A sixth grade project. Primary education—Popular educator, 44: 818, 829, June 1927.

States the purpose, gives the plan, and suggests how to execute it. Also gives a number of rules for keeping the children safe, and for the safety of others.

843. **Telford, Marian L.** Safety education in rural schools. Kansas teacher, 25: 12-13, June-July 1927.

The writer is field secretary of the National safety council, New York city.



## THRIFT

844. Scott, Robert E. The school savings bank. *Elementary school journal*, 27: 772-86, June 1927.

Discusses effects of school thrift as exemplified in the elementary schools of St. Louis Park, Minnesota.

## JOURNALISM

845. Dunham, James H. Control of student publications. *American educational digest*, 46: 341-43, April 1927.

Discusses various phases of school and college journalism.

## PRINTING

846. Hoban, James J. Cleveland Printers' school for craftsmen. *American federationist*, 34: 549-52, May 1927.

A school for craftsmen conducted by the Cleveland Typographical union.

847. The place of printing in the high school. Discussed by two teachers of printing at conferences on vocational education. *Printing instructor*, 3: 5-8, 9, May 1927.

The articles are by E. L. Courtney, on Printing in the high school, and L. S. Burnell, on The place of printing in the high school.

## KINDERGARTEN AND PRE-SCHOOL EDUCATION

848. Baruch, Dorothy Walter. A cooperative nursery play school. *Journal of the American association of university women*, 20: 86-88, April 1927.

849. Fediaevsky, Vera. Summer kindergartens in Russian villages. *Childhood education*, 3: 486-92, June 1927. illus.

850. Greene, Harry A. Kindergarten training as affecting later elementary school progress and achievement. *Childhood education*, 3: 402-12, May 1927. tables.

A study based upon data from 968 pairs of public school children in grades one to six, inclusive, of those who had been kindergarten-trained, and those not kindergarten-trained.

851. Newbould, Mary Grattan. The Lilycroft open-air nursery school. *National health (London)* 19: 418-24, May 1927. illus.

852. O'Reilly, Helen T. The contribution of the kindergarten to the elementary grade. *Boston teachers news letter*, 15: 19-21, 33, 35, April 1927.

853. Robb, Elda. Feeding the nursery school child. *Childhood education*, 3: 321-25, 368-72, March, April 1927.

854. Weeber, Lorle Stecher. Pre-school education. *Hawaii educational review*, 15: 197-98, April 1927.

## ELEMENTARY EDUCATION

855. National education association. Department of elementary school principals. The sixth yearbook. Projects in supervision. Ed. by Arthur S. Gist. Washington, D. C., Department of elementary school principals of the National education association, 1927. 183-388 p. 8°. (Bulletin, vol. VI, no. 3, April 1927)

Contains: 1. May Hill: The nursery school and parental education, p. 145-61. 2. F. M. Underwood: Analysis and evaluation of supervisory activities in St. Louis, p. 162-67. 3. Rhoda Montgomery: The principal's supervision of the special subjects, p. 168-77. 4. Frank M. Rich: Analysis of teachers' work, p. 178-96.

5. Charles S. Winalow: School publicity, p. 197-99. 6. Eunice P. McGill: A study of clerical help for elementary school principals, p. 229-34. 7. William E. Burkard: Health education in a city school, p. 235-50. 8. William M. Gregory: Visual aids in the classroom, p. 251-60. 9. Anne T. Eaton: Classroom activities and the school library, p. 264-70. 10. Charles A. Kent: Organizing a library in an elementary school, p. 271-81. 11. E. H. Knoch: Juvenile delinquency, p. 318-24. 12. Jackson Gallup: Where goes the elementary school in America? p. 325-30.
856. Hamilton, T. T., Jr. Student participation in school management. North Carolina teacher, 8: 314-15, 326-27, June 1927.  
From the elementary school aspect.
857. Shields, J. M. Student government in the elementary school. North Carolina teacher, 3: 281, May 1927.

## RURAL EDUCATION

858. Blair, P. D. Consolidation of schools and transportation of school children. Pennsylvania school journal, 75: 539-41, April 1927.
859. Cook, Katherine M. The biggest problem in our education. National republic, 14: 25, 53, April 1927.  
"It is that of providing adequate facilities for instruction of children in rural homes and communities."
860. Irwin, Eugene Jerel. Improvement of educational standards in rural schools. Sierra educational news, 23: 279-80, May 1927.  
"This paper and its recommendations are the outgrowth of a study of (1) the duties of the county school boards and (2) the possibilities of improving rural instruction."
861. Lundquist, Gustave A. and Carver, Thomas Nixon. Principles of rural sociology. Boston, New York [etc.] Ginn and company [1927] vii, 484 p. diags. 8°.  
Rural sociology is here defined as the study which concerns itself with the social problems of rural people. This book is a general presentation of elementary principles, and is intended to serve as an introductory study of rural problems in the United States.
862. Some problems in rural education. Visitor (University of Minnesota) 14: 1-4, March 1927.  
Discusses, 1, Why rural life problems merit consideration; 2, Education a rural life problem; 3, Educational philosophy and rural education; 4, Problems of rural education; 5, Methods of solution.
863. Wahlquist, John T. Intelligence of rural and urban children. Elementary school journal, 27: 682-84, May 1927.  
Situation in Utah as developed by the survey of the State made by the U. S. Bureau of Education in 1926.
864. Webster Parish (County) Board of education. The operation of the Webster Parish (county) unit of school administration from 1921 to 1927, compiled for the annual meeting of Louisiana school officials at Minden, January 26-27-28, 1927. [Minden, La., Webster signal print, 1927] [24] p. 4°.

## SECONDARY EDUCATION

865. Florida. High school principals. Proceedings of the eighth annual conference, 1926. Gainesville, Florida, R. J. Longstreet, secretary. Journal of the Florida education association, 4: 9-20, June 1927.  
Contains: 1. Report of the Committee on relations between high schools and colleges, by Mary Sheppard, p. 11-15. 2. Report of the Committee on the question of resolving the high school principals' conference into a permanent organ-

- ization, by W. H. Cassels, p. 15-16. 3. Report of Committee on uniform textbooks, by W. E. Thomas, p. 16-17. 4. Report of the Committee on records, credits, and nomenclature, by F. H. Spaulding, p. 17-20.
866. High school conference, University of Illinois. Proceedings of the High school conference of November 18, 19 and 20, 1926. Urbana, University of Illinois, 1926. 328 p. 8°. (University of Illinois bulletin, vol. xxiv, no. 17, December 28, 1926)
- Contains: 1. C. W. Odell: Possibilities of the "new examination," p. 13-21. 2. H. A. Hollister: Educating the adolescent, p. 22-25. 3. T. J. McCormick: Some reflections on vocational education, p. 29-36. 4. Ann Brewington: Objectives in commercial education, p. 98-102. 5. Harry H. Herron: Teaching book-keeping single periods, p. 106-10. 6. Amy W. Turell: Interesting pupils in reading, p. 130-38. 7. W. C. Baer: Summary of recent study of high school libraries in Illinois with an enrollment of 500 or more, p. 177-85. 8. Ethel M. Roe: Relationship between home economics in the seventh and eighth grades and in high school, p. 205-14. 9. Albert F. Siefert: The manual arts teacher, p. 230-33.
867. Adams, Jesse E. Reactions of high-school pupils to high-school subjects. School review, 35: 354-62, 417-27, May, June 1927.
- A study based on investigation made in 70 high schools in Kentucky. The writer says that mathematics and Latin are responsible for 63 per cent of all failures in the vocational schools and 60 per cent of all the failures in the non-vocational schools.
868. Billett, B. O. Student government. Journal of education, 105: 401-3, 432-35, April 11, 18, 1927.
- Describes the system in the Harvey high school, Painesville, Ohio.
869. Bowers, Herbert S. What is student government? Hawaii educational review, 15: 225, 235-36, May 1927.
- Student participation in high school control and its effect on training in junior citizenship.
870. Cooley, Emma Pritchard. Scholarships to high school. Journal of the Louisiana teachers' association, 4: 22-25, April 1927.
871. Edwards, C. W. Why freshmen fail? High school journal, 10: 120-25, May 1927.
- Discusses four causes of failure.
872. Good, Carter V. The objectives of secondary schools in 1926-27. Education, 47: 585-92, June 1927.
873. Hamilton, James T. A directed study plan for town high schools. School review, 35: 448-51, June 1927.
- Discusses the supervised study plan in the public schools of Newberg, Oreg.
874. Hedrick, Alfred E. Salvaging the seniors. Educational review, 74: 50-54, June 1927.
- A discussion of the problem of bringing all the children to a point of achievement warranting promotion and graduation.
875. Jamison, Mamie L. The responsibilities of the high-school dean. North Carolina teacher, 3: 286-87, May 1927.
876. Koos, Leonard V. The American secondary school. Boston, New York [etc.] Ginn and company [1927] xii, 755 p. front., tables, diagrs. 12°. A basic treatise on American secondary education as a whole.

877. **Missouri. University.** Secondary school problems. Columbia, Mo., University of Missouri, 1927. 48 p. 8°. (University of Missouri bulletin, vol. 28, no. 5. Education series, no. 23)

Contains: 1. The increase of secondary schools in Missouri from 1900 to 1925, p. 3-17. 2. The adviser of high school girls, p. 18-30. 3. Curriculum theory applied to high school chemistry textbooks, p. 31-48.

878. **Monroe, Walter S.** Directing learning in the high school. Garden City, N. Y., Doubleday, Page & company, 1927. x, 577 p. 8°. (Teacher training series. W. S. Monroe, general editor)

879. **Patty, Willard Walter.** Legal basis of the public secondary education program of the United States. [Albany, N. Y., 1927] vi, 259 p. tables. 12°.

The purpose of this study, which was written in essentially its present form in partial fulfillment of the requirements for the degree of doctor of philosophy at the University of California, is to find and synthesize constitutional and statutory provisions relating to the public secondary education program, and the decisions of the courts interpreting the same.

880. **Roberts, Alexander Crippen and Draper, Edgar Marian.** The high-school principal as administrator, supervisor, and director of extra-curricular activities. With a foreword by Lotus D. Coffman. Boston, New York [etc.] D. C. Heath and company [1927] xxii, 335 p. tables. 12°.

881. **Smith, Frances M.** What's wrong with the American high school? School and society, 25: 459-61, April 16, 1927.

"Despite the money, the effort, and the intelligence expended in the last twenty years, the American high school has made no real gains."

882. **Taylor, James Branch.** The need of preview for college. Educational review, 73: 209-12, April 1927.

A discussion of what the high schools have done for themselves in giving the elementary school children better understanding of the courses and usages of secondary schools.

883. **Turney, Austin H.** A study of achieving and non-achieving high school pupils. School review, 35: 289-98, April 1927.

Study of factors other than intelligence that affect success in the high school. Investigation carried on in the University high school of the University of Minnesota, in 1924-25.

884. **Whipple, Guy M.** Sex differences in army alpha scores in the secondary school. Journal of educational research, 15: 269-75, April 1927.

The author is led to assert that high school boys as a group are slightly superior intellectually to high-school girls as a group in these tests.

885. **Williams, L. A. and Rice, G. A.** Principles of secondary education. Boston, New York [etc.] Ginn and company [1927] xi, 339 p. tables, diagrs. 8°.

After a brief discussion of fundamental principles, the characteristics of secondary education in France, Germany, England, and the United States are outlined.

886. **Wilson, Lucy L. W., and others.** Educational adventure in a public high school. Survey, 58: 100-2, April 15, 1927.

A cooperatively written story based on a visit to the South Philadelphia high school for girls. It won second prize in the Harmon-survey award in public education.

## JUNIOR HIGH SCHOOLS

887. Bassette, Alfred S. Junior high school in small cities. *American educational digest*, 46: 406-7, 424-25, May 1927.  
Thinks that the 6-6 plan is best adapted to the smaller schools, gives courses of study, discusses supervision, extra-curricular activities, observing special weeks, etc.
888. Kinder, J. S. Should the junior and senior high schools give examinations? *Education*, 47: 593-98, June 1927.
889. Newlon, Jesse H. The articulation of the junior and senior high school. *Colorado school journal*, 42: 5-7, 18, 20, 22, April 1927.
890. Spencer, Robert R. A junior high school program of studies for Hawaii. *Hawaii educational review*, 15: 194-96, 215, April 1927.  
Presents a tentative program of studies for constants and electives.
891. Suggestions for a Graduation exercise involving the whole class. Ruth at Thomas Jefferson [junior high] *Primary education-Popular educator*, 44: 740, 742, 744, 751, May 1927.

## TEACHER TRAINING

892. Aloysius Gonzaga, *Sister*. The teacher's "ty's"—personality, opportunity, responsibility. *Catholic school journal*, 27: 113-15, June 1927.
893. Bagley, William C. Teacher training. *Childhood education*, 3: 446-52, June 1927.  
Discusses the training of teachers especially for the lower schools, "teachers who are generously equipped to do the fundamental work that these schools represent."
894. Butler, Nicholas Murray. The origins of Teachers college and the Horace Mann school. New York City, Teachers college, Columbia university, 1927. 11 p. 8°.  
Address at the fortieth anniversary luncheon of the Horace Mann school, New York City, January 22, 1927.
895. Chancellor, William Estabrook. Are classroom teachers professional? *Journal of education*, 105: 509-10, May 9, 1927.
896. Dickson, Julia E. Current practices and tendencies in the elementary curriculum of the training schools of teachers colleges and normal schools. *Educational administration and supervision*, 13: 241-54, April 1927.  
Continued from the March number.  
This article pertains to the practices and tendencies related to the placement and teaching of details in language and grammar, grades one to six in demonstration or training schools.
897. Engleman, J. O. Supervised teaching in teacher-training schools from the viewpoint of the city superintendent. *Educational administration and supervision*, 13: 322-26, May 1927.
898. Fitzpatrick, Edward A. and Hutson, Percival W. The scholarship of teachers in secondary schools. New York, The Macmillan company, 1927. ix, 109+ xiii, 208 p. tables, diagrs. 12°.  
The first of these papers is the Sachs' prize essay of 1926; the second is an essay offered in competition for the Julius and Rosa Sachs prize 1926. The authors analyze the present situation as regards scholarship of secondary school teachers, and in this light consider what scholarship is needed by these teachers. The principal agencies for training high school teachers are critically examined, and the relations of actual professional service to scholarship considered.

899. Kennedy, W. F. Teacher training for platoon schools. Platoon school, 1: 6-13, June 1927. illus.  
Discusses training the young teacher, training of teachers in service, platoon-school courses, training of principals, etc.
900. Meredith, A. B. What should we regard as the essential features of a satisfactory state program for the professional education of teachers? Connecticut schools, 8: 2-4, May 1927.
901. Must a professor be a "Ph. D."? A debate. Two Harvard men attack each other with spirit in answer to a question recently raised in an Alumni weekly article by Struthers Burt. Princeton alumni weekly, 27: 879-81, May 6, 1927.  
I. Let us debunk the Ph. D., by Frederick L. Allen. II. In defense of the doctorate, by John Bakeless.
902. Pierce, Mary I. A plan for measuring the critic teacher's load in terms of college class hours. Educational administration and supervision, 13: 310-16, May 1927.
903. Bossman, John G. Apprenticing the beginning teacher. Elementary school journal, 27: 663-73, May 1927.  
An effort to show how one city is endeavoring to meet the need of apprenticing inexperienced normal school graduates. Gary, Indiana, is considered.
904. Weatherly, Florence. Teacher training in penmanship in the normal schools. American penman, 44: 333-34, June 1927.

#### TEACHERS' SALARIES AND PROFESSIONAL STATUS

905. Barclay, Mrs. Ella M. The social viewpoint of the high school teacher. Ohio teacher, 47: 402-6, May 1927.
906. Growth of education associations. Journal of the National education association, 16: 131, April 1927.  
A table is given showing the growth of professional organizations and indicating the relative standing of each of the states with respect to membership in both national and state associations.
907. Housman, Ida E. A preparatory program for retirement legislation. Educational review, 73: 284-87, May 1927.  
Discusses teachers' pension system in Pennsylvania.
908. Minnesota. University. . . . Scales for the rating of teaching skill. [Minneapolis, Minn., 1927] 28 p. 8° (Bulletin of University of Minnesota, vol. xxx, no. 12, February 18, 1927. College of education. Educational research bulletin, February 1927)
909. Report of the New York Citizens' committee on teachers' salaries. National league of teachers associations bulletin, 10: 37-45, April 1927.  
The Citizens' committee was made up of over 115 prominent men and women of New York City.  
The above is composed of excerpts of the entire report.
910. Symonds, Percival M. The measurement of teaching efficiency in high school. Educational administration and supervision, 13: 217-31, April 1927.  
Says that although rating seems to be the best means of estimating teaching efficiency today, in the future there is much to be hoped for from professional tests.
911. Toothaker, O. H. Basic principles in teacher placement work. Education, 47: 472-82, April 1927.

912. Wells, Cord O. Teacher rating for self-improvement. Commercial education, 12: 35-38, March 1927.

A bulletin on Commercial education prepared by the faculty and alumni of the Whitewater state normal school.

913. West, H. C. The why and how of teacher rating. North Carolina teacher, 3: 316-17, 324-26, June 1927.

Gives the plan of Cincinnati, Seattle, Denver, Richmond, Ind., Charlotte, N. C., the state of Pennsylvania, and Philadelphia.

914. Whitney, Frederick L. Effective factors in the growth of teachers in service. American school board journal, 74: 41-42, 154, June 1927. tables.

An address delivered before the spring conference of school executives and supervisors of Southern California, April 30, 1927.

### HIGHER EDUCATION

915. Association of American universities. Journal of proceedings and addresses of the twenty-eighth annual conference, held at Northwestern university, November 11, 12, 13, 1926. Chicago, Ill. University of Chicago press [1927?] 84 p. 8°. (Alfred H. Lloyd, secretary, University of Michigan, Ann Arbor, Mich.)

Contains: 1. V. T. Thayer: The university as a training school for college and university teachers, p. 41-48. 2. J. S. P. Tatlock: General final examinations and tutors, p. 48-56. 3. S. P. Duggan: Exchange professors and fellowships for Latin-American countries, p. 57-58. 3. E. H. Wilkins: The relation of the senior college and the graduate school, p. 59-70. 4. G. S. Ford: What kind of teaching the graduate school expects of the college, p. 70-77. 5. G. H. Chase: Art and education, p. 78-82.

916. Association of colleges and secondary schools of the southern states. Proceedings of the thirty-first annual meeting . . . Jackson, Miss., December 3-4, 1926. Birmingham, Ala., Birmingham publishing company [1927] 267 p. 8°. (Guy E. Snavelly, secretary-treasurer, Birmingham-Southern college, Birmingham, Ala.)

Contains: 1. Report of the commission on secondary schools, p. 69-142. 2. Joseph Roemer: Failures in secondary schools, p. 143-208. 3. N. W. Walker: The preparation and the selection of teachers for high schools and college, p. 209-21. 4. L. R. Wilson: The growing importance of libraries, p. 225-30. 5. Meta Glass: The outlook for the higher education of women in the South, p. 230-34. 6. Shelton Phelps: Graduate work in the Southern states, p. 235-38. 7. H. W. Chase: Graduate work. Opportunities and standards, p. 288-40. 8. Edwin Greenlaw: Graduate work in the South: needs and prospects, p. 242-46. 9. J. A. C. Chandler: [Curricula of colleges of the South] p. 246-51.

917. Conference of deans and advisers of men. Secretarial notes on the eighth annual conference of deans and advisers of men, held at the University of Minnesota, May 13-15, 1926. Raleigh, Edwards & Broughton company [1926?] 74 p. 8°.

Contains: 1. M. J. Exner: The part of the college in sex-social education, p. 14-18. 2. L. L. Thurstone: Report of the American council of education psychological tests for freshmen, p. 27-29. 3. E. H. Wilkins: Freshman week, p. 30-32. 4. G. D. Stoddard: This year's experience with the college placement examinations in approximately one hundred institutions, p. 32-37. 5. L. B. Hopkins: The place of the personnel bureau in university organizations and its significance for problems of the dean, p. 42-46. 6. T. A. Clark: How to obtain personal contact in large universities, p. 46-48. 7. C. R. Mann: Procedure in personnel work, p. 48-52. 8. K. M. Cowdery: The selection of entering students, p. 52-57. 9. Functions of the dean of men, Purdue university, p. 72-74.

918. **National student federation of the United States of America.** Year book for 1926. Poughkeepsie, N. Y., 1927. 48 p. 8°.

Contains: 1. Stephen P. Duggan: European and American educational systems, p. 17-19. 2. Alexander Meiklejohn: Outstanding problems in American education, p. 20-24. 3. Henry N. MacCracken: The student's part in education, p. 25-30.

919. **North central association of colleges and secondary schools.** Proceedings, 1927. North central association quarterly, 2: 1-131, June 1927.

Contains: Proceedings of the commission on institutions of higher education: I. Report of the commission on institutions of higher education as approved by the Executive committee and the Association, by George F. Zook, secretary, p. 14-17; II. Standards of accredited institutions of higher education, p. 18-23; III. List of accredited institutions of higher education, 1926-27, p. 23-29; IV. Report of the secretary to the Commission on higher education, p. 30-36; V. Report of the secretary on 1927 financial reports of higher education, p. 37-38; and Proceedings of the commission on secondary schools: I. Report of the secretary of the commission on secondary schools, by H. G. Childs, p. 39-50; II. Excerpts from the Minutes of the commission on secondary schools, p. 51-53; III. Abstracts of addresses delivered before the commission, p. 53-55; IV. Policies, regulations and standards for accrediting secondary schools, p. 55-57; VI. List of accredited and membership secondary schools, 1927-1928, p. 59-107; The professional training of college teachers, by M. E. Haggerty, p. 103-23.

920. **Tennessee college association.** Proceedings of the eighth annual meeting . . . held at the George Peabody college for teachers, April 14 and 15, 1927, Nashville, Tenn. 75 p. 8°. (Clinton H. Gillingham, secretary, Maryville College, Maryville, Tenn.)

Contains: 1. Charles C. Sherrod: How may the member institutions of this association better articulate with other higher institutions? p. 24-32. 2. F. M. Massey: Freshman week at the University of Tennessee, p. 34-45. 3. Ernest L. Stockton: A study of the four-year college curricula of the colleges having membership in the Tennessee college association, p. 45-60. 4. James D. Hoskins: Entrance requirements and standards, p. 60-63.

921. **Angier, Roswell P.** What should a boy who is going into business get out of college? Harvard alumni bulletin, 29: 856-61, May 5, 1927.

A stenographic report of a talk which Dean Angier gave at the Harvard club of Boston, March 23, 1927.

922. **Aswell, Edward C.** Student suicide. Forum, 77: 696-703, May 1927.

Says that student suicide is only "one of several symptoms of maladjustment which academic authorities too often ignore; the modern college upsets old beliefs and puts nothing in their place, etc."

923. **Baird's manual American college fraternities; a descriptive analysis with a detailed account of each fraternity.** Ed. by Francis W. Shepardson, Menasha, Wis., George Banta publishing company, 1927. xix, 607 p. front. (port). illus. 8°. (Eleventh edition.)

924. **Boynton, Frank D.** Again the open door in education. New York state education, 14: 673-79, June 1927.

Address delivered before the Department of Superintendence at Dallas, March 2, 1927.

925. **Bruère, Robert W.** Antioch and the going world. Survey, 58: 259-65, June 1, 1927.

Describes work at Antioch college, Yellow Springs, Ohio, where academic and industrial disciplines intermingle.

926. **Cates, E. E.** Why the college? Education, 47: 621-24, June 1927.

Discusses the value of a college education.



927. Clark, Thomas Arkle. What is the matter with our young people? School and community, 13: 246-50, May 1927.

The writer is dean of men, University of Illinois, and thinks that there is nothing the matter with our young people.

Reprinted from the Rotarian.

928. Confrey, Burton. An orientation course developed through discussion. Catholic educational review, 25: 257-67, May 1927.

Describes the course which includes a statement of the objectives of a college education, and chapters on discussion, effective listening, recording, evaluating, casual relations, problem solving, remembering, motivating, library orientation, why go to college, the university habit, etc.

929. Fiddes, Edward. American universities. A lecture delivered at the University of Manchester on 16th November 1925. Manchester [Eng.] University press; London, New York [etc.] Longmans, Green & co., ltd, 1926. 34 p. 12°.

Compares college training in America with the training given in England.

930. Fitzpatrick, Edward A. The modern university. Commonweal, 6: 203-5 June 29, 1927.

931. Floating university. Floating university, 1: 3-19, April 1927.

The above is the official organ of the International university cruise, and contains material dealing with the faculty, and information of different kinds concerning the cruise, the students, places visited, etc.

932. Frank, Glenn. The experimental college of the University of Wisconsin. Wisconsin journal of education, 59: 338-40, April 1927.

Announcing the establishment of an Experimental college which will begin operation with the opening of the academic year 1927-28. An attempt to find improved methods of approach to the work of the freshman and sophomore years.

933. French, F. C. Cooperation and the university student. Journal of engineering education, 17: 862-70, May 1927.

934. Furman university, Greenville, S. C. Bulletin of Furman university, Greenville, S. C. Centennial celebration number. Greenville, S. C., 1927. 91 p. 8°. (Bulletin, n. s., vol. 9, no. 3, February 1927)

Contains: 1. H. W. Chase: Our new educational era, p. 10-19. 2. H. N. Snyder: Institutional individuality, p. 20-24. 3. W. M. W. Splawn: The development of the American college, p. 24-32. 4. J. C. Metcalf: Colleges and culture, p. 33-41. 5. J. J. Tigert: Trends in higher education, p. 41-50. 6. R. E. Gaines: The denominational college and truth, p. 50-61. 7. J. M. Manly: The service of the small college, p. 61-70. 8. C. S. Gardner: The denominational college and the seminaries, p. 70-79.

935. Gilchrist, Beth Bradford. Why go to college? Mount Holyoke monthly, 34: 194-201, June 1927.

936. Hatt, Elise, and McClusky, F. Dean. A comparative study of two methods of defining scholastic failure in a university. Lafayette, Ind., Purdue university, 1926. 24 p. diagr. 8°. (On cover: Bulletin of Purdue university, vol. xxvii, no. 5. Studies in higher education IV)

937. ———. . . . A study of enrollment. Lafayette, Ind. [Purdue university] 1926. 49 p. diagr. 12°. (On cover: Bulletin of Purdue university, vol. xxvii, no. 3. Studies in higher education II)

938. Hibbard, Dean Addison. Where is the A. B. degree going? High school journal, 10: 53-58, March-April 1927.

Presented before the North Carolina college conference, at Durham, November 24, 1926.

939. Johnson, A. Grace. Supervision and living conditions in college sorority houses. *Journal of home economics*, 19: 374-79, July 1927.
940. Johnson, Gerald W. What does the university think, and why does it not speak up as an institution? *Century*, 114: 208-14, June 1927.
941. Jones, Adam Leroy. Personnel technique in the handling of freshmen. *Association of American colleges bulletin*, 18: 244-57, May 1927.
942. Kirk, John E. Humanizing the instruction of college freshmen. *Peabody journal of education*, 4: 333-36, May 1927.
943. Langlie, T. A. The Iowa placement examinations at the University of Minnesota. *Journal of engineering education*, 17: 842-60, May 1927.
- Four questions were emphasized: 1, Do the placement tests reveal individual differences among college freshmen? 2, Do the placement tests throw light on the adequacy of the present classification of students in the departments of mathematics and chemistry? 3, Could the tests be used for sectioning classes on the basis of ability in English, mathematics, and chemistry? and 4, Do the tests yield valuable information for the use of the dean's office, student work committees, and advisors.
944. Lowell, A. Lawrence. General examinations and tutors in Harvard college. *Educational record*, 8: 61-84, April 1927.
- Gives a historical sketch of the system, describes the operation and effects of the system, and its cost.
945. Lyman, R. L. The problem of student honor in colleges and universities. *School review*, 35: 253-71, April 1927.
- Says that the best of all positive means of spreading the honor sentiment appear to be the discussion groups in fraternity houses, dormitories, Christian associations, and the like.
946. McKee, Oliver, jr. Sea-going universities. *National republic*, 15: 14-15, 49-50, June 1927. illus.
- "The six institutions selected by the Navy department to train future naval reserve ensigns are Harvard, Yale, Georgia school of technology, University of Washington, University of California, and Northwestern university."
947. Meiklejohn, Alexander. Wisconsin's experimental college. *Survey*, 58: 268-70, 294, June 1, 1927.
948. Munro, George W. . . . Selected sections at double pace. Lafayette, Ind., Purdue university, 1926. 20 p. 8". (On cover: *Bulletin of Purdue university*, vol. xxvii, no. 4. *Studies in higher education VII*)
- The writer says, in conclusion, that the double-pace section provides distinct recognition of the superior student in a way he appreciates, saving time, and gives to high scholarship grades a very real value.
949. Nearing, Scott. Education—for what? *Nation*, 124: 577-79, May 25, 1927.
- Says that American education, particularly higher education, falls "to round out the lives of the students because it keeps them parasitically away from the world of affairs."
950. Odell, Charles W. . . . Are college students a select group? Urbana, University of Illinois, 1927. 45 p. tables. 8". (On cover: *University of Illinois bulletin* vol. xxiv, no. 36. Bureau of educational research. College of education. Bulletin no. 34)
951. ——— An attempt at predicting success in the freshman year at college. *School and society*, 25: 702-706, June 11, 1927.
- An investigation of slightly less than 2,000 freshmen, all formerly seniors in Illinois high schools, and enrolled in 120 institutions of higher learning.

952. Paterson, Donald G. Evaluation of orientation course at Minnesota. Educational record, 8: 99-106, April 1927.  
 "A course intended to orient the [college] student in the world of nature, and of organized society, and to arouse in him a consciousness of his relationships and a realization of his responsibilities."
953. Program is announced for elimination of the under classes. Stanford illustrated review, 28: 884-87, 391, May 1927.  
 A plan is announced for eliminating the junior college years at Stanford, beginning year after next.
954. Reed, Edwin T. Development of American college campus. American educational digest, 46: 463-68, June 1927. illus.
955. Roemer, Joseph. Report on college freshmen grades. High school quarterly, 15: 138-41, April 1927.
956. Rubinow, I. M. The revolt of a middle-aged father. Atlantic monthly, 139: 593-604, May 1927.  
 A critique of present-day American higher education.
957. Scheidemann, Norma V. A comparison of two methods of college instruction. School and society, 25: 672-74, June 4, 1927.  
 The methods compared are the lecture-conference method, and the individualized method.
958. Schmidtman, John C. State universities add billions to Nation's wealth. Current history (New York times) 26: 203-7, May 1927.  
 Presents a study of what education has done for society and our national life.
959. Sleator, W. W. On making students work. Educational review, 73: 265-70, May 1927.  
 A "simple, definite, and positive statement of a teacher's own researches in the field of 'laziness: its cause and cure'".
960. Smith, Hugh A. College records and success in life. Education, 47: 513-29, May 1927.  
 A study made of the records of the alumni of one of the large universities of the United States. It included all the graduates of the bachelor's course for a period of 45 years.
961. Thurstone, L. L. Psychological examinations for college freshmen. Educational record, 8: 156-82, April 1927.  
 Gives tables of norms for about 5,200 students in 26 colleges.
962. Two unusual graduate schools. I. Untrammelled by tradition, by J. O. Chassell; II. The "Brookings school" by a student. New student, 6: 4-7, April 6, 1927.  
 The schools studied are the Rochester (N. Y.) medical school, and the Brookings graduate school of economics and government, Washington, D. C.
963. University purchasing guide. . . . 4th annual edition, 1927. Edited, compiled and published by William A. James, inc. [New York city, 1927] 264 p. 4°.
964. Whitney, Frederick L. The social and economic background of teachers college and of university students. Education, 47: 449-56, April 1927.  
 Studies were based mainly upon information about 2,500 families of students at the University of Wisconsin, and from material about 1,833 students of the State of Colorado and the San Jose State teachers college in California.

965. Willis, Hugh Evander. Why colleges and universities? Indiana university alumni quarterly, 14: 131-48, April 1927.

Discusses the fundamental purpose of institutions of higher learning—teaching the youth to live as they ought to live in the world of human beings in which they are placed.

#### JUNIOR COLLEGES

966. The junior college menace as seen from within. Atlantic monthly, 139: 809-12, June 1927.
967. Wood, James M. The four year junior college. School and community, 13: 306-7, June 1927.

#### SCHOOL ADMINISTRATION

968. Almack, John C. The school board member. New York, The Macmillan company, 1927. xii, 281 p. tables, diagrs. 12°.

This volume deals with the determinative or policy-forming aspect of school administration. It takes up in a specific way the problems of the board of education and discusses them chiefly from the board's point of view.

969. Broome, Edwin C. Modern tendencies in educational administration in the United States. Pennsylvania school journal, 75: 607-10, May 1927.

Discusses growth in the public schools, reorganization on the elementary-junior-senior plan, platoon plan, co-education in high schools, teacher-training, athletics, and scientific procedure.

970. Butterworth, Julian E. Types of county educational control in the United States. Journal of educational research, 15: 349-56, May 1927.

Discusses the meaning of the term "county unit" and the confusion in the use of the term.

971. Cubberley, Ellwood P. The school textbook problem. Boston, New York [etc.] Houghton Mifflin company, 1927. 27 p. 12°. (Educational progress, vol. 6, no. 2, March 1927)

Reprinted from State school administration, by Ellwood P. Cubberley, 1927, Houghton Mifflin Company.

972. ——— State school administration; a textbook of principles. Boston, New York [etc.] Houghton Mifflin company [1927] xix, 773 p. maps, diagrs. 8°. (Riverside textbooks in education, ed. by E. P. Cubberley)

The author deals with the following aspects of education in the States: The relation of the Federal Government to education, the administrative organization for the State school systems, the scope of the public school system provided, how the school system may be financed, the State's interest in the material environment and equipment of the school, the State's relation to the teacher, and the general oversight of the State as it relates to child life and to extra-state efforts of an educational nature.

973. Foote, John M. School record and report forms used in Louisiana schools. Issued by T. H. Harris, state superintendent of public education. [Baton Rouge, 1927] 51 p. forms. 8°. (On cover: Louisiana. Dept. of education. Bulletin no. 107, March 1927)

974. Hegel, Newton E. The administration and collection of nonresident tuition. American school board journal, 74: 43-45, April 1927. tables.

Discusses the problem of whether or not the community can legally pay for the schooling of a non-resident child if the tax payer objects.

975. Hines, Harlan C. The teacher as an administrator. Part III-IV. The teacher as a college dean. The teacher as a president. *American school board journal*, 74: 51-52, 47-48, May, June 1927.  
The first and second parts of this paper, relating to the teacher as principal and as superintendent, respectively, appeared in the November and December, 1926, issues.
976. Hunkins, B. V. Matters of technic in employing teachers in smaller schools. *American school board journal*, 74: 39-40, 151-52, April 1927.  
Discusses methods of employing teachers, the technic of selection, determining the best in a group of applicants, the use of form reference blanks, inducing the best candidate to accept, the salary schedule, etc.
977. Jones, William E. The right of school authorities to exercise control over pupils outside of school. *American school board journal*, 74: 47-49, 160, May 1927.  
Gives cases where the control of authorities does not cease after the students have left school.
978. King, C. T. Digest of new school laws. *South Dakota education association journal*, 2: 535-37, May 1927.
979. Liebler, Charles C. Qualifications and compensation of persons charged with the enforcement of compulsory education. *Elementary school journal*, 27: 695-706, May 1927.  
Bibliography: p. 706.
980. Lovell, Louise Emerson. All-year school. *Educational review*, 73: 196-202, April 1927.  
The writer's purpose is to explain the theory, the practice, and the results of the all-year school, "the last word in educational progress, a vital factor in Americanization, and a socializing element in our national life."
981. Melby, Ernest O. A check list for the preparation of rules, regulations, and written instructions. *American school board journal*, 74: 41-42, 152, April 1927.  
Rules for the school system and how they may be formulated, guiding principles, steps in preparation, etc. for the school board and superintendent.
982. Moore, Susa P. School construction principles promote flexibility. *Nation's health*, 9: 43-46, June 1927.  
Describes the new central unit of the Horace Mann school, Gary, Ind.
983. Roe, Warren A. The all-year school. *American childhood*, 12: 5-6, 56-57, June 1927.  
A presentation of the subject in the affirmative by the principal of Belmont Avenue school, Newark, N. J.
984. Ryan, James H. Educational legislation affecting private schools enacted during 1926. *Catholic educational review*, 25: 204-9, April 1927.  
Discusses both Federal and State legislation.
985. Scudder, J. W. The exchange plan. *Journal of educational method*, 6: 328-31, April 1927.  
Describes the exchange plan of organization, which is of advantage in the smaller schools which must meet definite requirement in the matter of special equipment and room arrangement.
986. Shaw, Frank L. State school reports. New York city, Teachers college, Columbia university, 1926. 142 p. tables, diagrs. 8". (Teachers college, Columbia university. Contributions to education, no. 242)  
This study traces the history of state school reporting, shows the place that the annual report should occupy in the program of a state school organization, analyzes current reports, pointing out their merits and defects, and finally gives a list of practical suggestions as to what material should be included in an annual report, and how arranged and presented.

987. Taylor, Katharine. The cooperative planning of a school. *Progressive education*, 4: 92-94, April-May-June 1927. illus.
988. Trusler, Harry Raymond. Essentials of school law. Milwaukee, Wis., The Bruce publishing company [1927] xiv, 478 p. 8".  
Author is Dean of College of law, University of Florida.
989. Wells, Cord O. Judicial decisions relating to suspension and expulsion from school. *Elementary school journal*, 27: 573-84, April 1927.
990. Woellner, Robert C. Liability of school boards in cases of accidents. *American school board journal*, 74: 49-50, 140, 142, April 1927.

## EDUCATIONAL FINANCE

991. California taxpayers' association; inc. . . . Kern county report; an analysis of the expenditures of Kern county, California, for the fiscal year 1925-26. [Los Angeles, Calif., California taxpayers' association, inc.] 1927. 78 p. illus. 4". (Association report no. 4)
992. California teachers' association. Division of research. The shift in California taxes. *Sierra educational news*, 23: 218-23, April 1927.  
Illustrated with charts showing the increase in educational costs in that state.
993. Engelhardt, N. L. and Engelhardt, Fred. Principles governing the indebtedness of school systems. *Teachers college record*, 28: 928-48, May 1927. tables.  
The sixth in a series of articles.
994. Pittenger, B. F. Some principles underlying state support of Texas public schools. *Texas outlook*, 11: 7-9, April 1927.
995. A proposed new plan of state aid apportionment. *Illinois teacher*, 15: 184-87, 189, 191, 193, May 1927. tables.  
The plan is presented by the Illinois State teachers association, Department of research and statistics.
996. Simley, Irvine T. Preparation and execution of school budget. *American educational digest*, 46: 352-56, April 1927. tables.

## SCHOOL MANAGEMENT

997. Billett, B. O. The scientific supervision of teachers' marks. *American school board journal*, 74: 53-54, 149, June 1927.  
The purpose of the article is to discuss two scientific devices which provide a satisfactory basis for examining and distributing marks, viz: the objective examination and the normal distribution curve.
998. Carlson, Paul A. Standardizing the marking system. *Commercial education*, 12: 57-61, May 1927.  
The writer thinks it is "Strange that we give so little training in marking when so much depends upon it."
999. Ganders, Harry S. Freedom or coercion in discipline. *Teachers journal and abstract*, 2: 283-85, April 1927.  
Presents a "sane view of school discipline."
1000. Heck, A. O. An analysis of problems involved in a study of school failure. *Educational research bulletin*, 6: 155-57, April 13, 1927.  
Discusses "What constitutes school failure" in this article, the last of a series on the subject.

1001. Holmes, Bertha E. "The supervision of instruction"; the present aim of the supervisor. *Education*, 47: 556-68, May 1927.  
Bibliography: p. 565-68.
1002. Mary, Sister, and Hughes, Margaret M. A comparative study of the value of various rating devices as used in a normal high school class. *Catholic educational review*, 25: 198-203, April 1927.
1003. Morgan, A. L. Pupil participation in school government. *Texas outlook*, 11: 17-18, April 1927.
1004. Salm, Connor K. A score card for judging the recitation. *School review*, 35: 281-85, April 1927.  
The score-card has been prepared for the purpose of supervising teaching, not teachers.
1005. Scriven, Frank D. School discipline solved. Primary education—Popular educator, 44: 772-73, 826, 828, June 1927.  
A description of a plan of petite city government evolved in Granite City, Illinois, grade school, called Central School City.
1006. Stewart, A. W. A comparison of departmental and grade teaching; a study of progress in subject matter. *Educational research bulletin (Ohio state university)* 6: 205-7, 220, May 11, 1927.
1007. Thayer, V. T. Some suggestions for a program of democratic supervision. *Educational research bulletin (Ohio state university)* 6: 177-82, April 27, 1927.  
"The outstanding need in education is for a professionalized supervision. a type of supervision in which the instruments of science are directed towards the realization of the democratic aim of education."
1008. Wallace, Emma Gary. Have we outgrown commencements? *American school board journal*, 74: 53, 156, April 1927.  
Discusses the pros and cons of the question.

## CURRICULUM MAKING

1009. Counts, George S. Who shall make the curriculum? *School review*, 35: 332-39, May 1927.  
Thinks that the making of the high-school curriculum needs to be the work of seven types of persons in cooperation; namely, the psychologist, the sociologist, the philosopher, the specialist in selection and organization of materials of instruction, the classroom teacher, the expert in appraisal of curriculum, and the high school administrator.
1010. Courtis, S. A. The integration of personality and the school curriculum. *Journal of educational method*, 6: 417-24, June 1927.  
Paper read at the Dallas meeting of the National education association, February 1927.
1011. Freeman, Frank N. A psychological analysis of one problem of curriculum construction. *Elementary school journal*, 27: 653-62, May 1927.  
The problem considered is "the issue between the world and the individual. With reference to the curriculum, it is the issue between a socially imposed curriculum and a child-centered curriculum."
1012. Horn, Ernest. Childish and permanent values in curriculum making. *Chicago schools journal*, 9: 288-94, April 1927.

1013. **Proctor, William M.** Curriculum revision and college entrance requirements. *School review*, 35: 411-16, June 1927.

Emphasizes the Stanford method of admitting students on the basis of their total high-school record without insisting on a particular combination of subjects.

1014. **Williams, L. A.** A curriculum study of ideals among junior high-school pupils. *Journal of educational research*, 15: 263-68, April 1927.

#### EXTRA-CURRICULAR ACTIVITIES

1015. **Bonser, Frederick G.** Activity curricula and industrial arts. *Journal of educational method*, 6: 387-91, May 1927.

1016. **Extra-curricular activities.** The "Try out" plan as practiced in the Elvins high school. *School and community*, 13: 191-93, April 1927.

1017. **Extra-curricular activities of Baltimore's junior and senior high schools.** *Baltimore bulletin of education*, 5: 147-66, April 1927.

This number of the bulletin is devoted to the subject of extra-curricular activities.

1018. **Fretwell, Elbert K.** Extra-curricular activities of secondary schools. *Bibliographies on School clubs and on Debating. Teachers college record*, 28: 1018-34, June 1927.

1019. **Grizzell, E. D.** Procedures in evaluating student activities in the secondary school. *Educational outlook (University of Pennsylvania)* 1: 172-75, May 1927.

Presents an outline as a suggestion to any school that is interested in "attacking the problem."

1020. **Reeves, De Garis.** Credit for extra-curricular activities. *American educational digest*, 46: 393-95, May 1927.

Gives definitions of the term, showing its inappropriateness, discusses adjustments of credits, reports on activities, etc.

1021. **Sturtevant, Sarah M. and Flemming, Cecile White.** Extra-curricular activities from the viewpoint of the high school girl. *Teachers college record*, 28: 884-89, May 1927.

#### SCHOOL BUILDINGS AND GROUNDS

1022. **Engelhardt, N. L.** School building standards with special reference to health needs. *New York state education*, 14: 507-10, April 1927.

Thinks that standards are improving with reference to more adequate school sites, fire-resistive construction, adequate natural and artificial lighting, the elimination of basement rooms, in ventilation, etc.

1023. **Beeder, Ward G.** School architectural service. *Educational research bulletin (Ohio state university)* 6: 221-28, May 25, 1927.

Discusses plans for securing architectural services, selection of the school architect, cost of service, architect's contract, supervision and inspection of construction, etc.

1024. **Strayer, George D. and Engelhardt, N. L.** School building problems. *New York city, Teachers college, Columbia university*, 1927. xiv, 697 p. illus., tables, diagrs., forms. 8°.

This volume outlines 109 problems dealing with evaluation of the present school plant, determination of locations for new buildings, procedures, schedules of accommodations, and standards in construction, and finance. Most of these problems are provided with special bibliographies.



## HEALTH EDUCATION AND SUPERVISION

1025. Beebe, Lela J. Opportunity of the college in health education. *Nation's health*, 9: 31-33, May 1927.
1026. Commonwealth fund. Child health demonstration committee. *Bulletin*, no. 1, 2, 3, 4, February, March, June, 1927. New York, Child health demonstration committee, 1927. 4 vols. 8°.  
No. 1.—The child health demonstrations program and policies, 16 p.—No. 2.—Child health in Marion county, Oregon, 19 p.—No. 3.—Cooperation for child health in Athens, Georgia, 16 p.—No. 4.—Demonstrating child health, 1923-1927, 44 p.
1027. Crapsier, A. Lester. Health education teachers' training program. *Nation's health*, 9: 29-30, May 1927.  
Says that such a program should include (1) a student health service; (2) healthful environment; and (3) an adequate curriculum covering fields of hygiene and the sciences.
1028. Field, Ada M. and Stennis, Mary A. Nutrition class experiments with school children. *Nation's health*, 9: 17-18, June 1927.  
Describes experiments in schools of Nashville, Tenn.
1029. Haynes, Jessie P. Problems of method in relation to health education. *Journal of educational method*, 6: 332-42, April 1927.
1030. Long, Harvey L. Preparatory schoolroom lessons for health examinations. *Nation's health*, 9: 14-16, April 1927.  
Work accomplished at the Lincoln (Nebr.) junior high school.
1031. May-day program for health and physical education. *Georgia state school items*, 4: 9-29, April 1927.  
The entire edition is devoted to the program which has been prepared by Misses Caro Lane and Lurline Parker, of the Extension department of the Georgia state college for women, under the direction of the State department of education.
1032. Minnesota. University. College of education. . . . A pupil activity curriculum in physical health education. [Minneapolis, Minn., 1927] 16 p. 8°. (*Bulletin of University of Minnesota*, vol. xxx, no. 11, February 17, 1927. College of education. Educational research bulletin, February 1927)
1033. Monroe, Kathryn. Going to school in the forest. *American childhood*, 12: 6-9, 57-58, June 1927. illus.  
A description of Toronto's open-air schools, which are among the largest in the world.
1034. Peter, W. W. The psychology of public health education. *American journal of public health*, 17: 485-89, May 1927.
1035. The proposed syllabus of personal hygiene for high schools. Supplementary teaching helps. *Bulletin of high points in the work of the high schools of New York city*, 9: 11-25, May 1927.  
Gives an outline of experiments and demonstrations, a health habit score sheet for high school students, tests, and bibliography of reference books for teachers.
1036. Rogers, James Frederick. Health of the teacher. *New York state education*, 14: 536-37, April 1927.

1037. **Stetson, Fred Lea, and Cozens, Frederick W.** The organization and administration of health education in the secondary schools of the United States. Eugene, Oreg., University of Oregon, 1927. 51-112 p. 8°. (University of Oregon publication, vol. 1, no. 2, June 1927)  
Bibliography: p. 111-12.
1038. **Storey, Thomas A.** . . . The status of hygiene programs in institutions of higher education in the United States; a report for the presidents' committee of fifty on college hygiene. Stanford University, Calif., Stanford university press, 1927. 125 p. 8°. (Stanford university publications. University series. Medical sciences, vol. II. no. 1)
1039. **Williams, Jesse Feiring.** Hygiene and sanitation; the essentials of modern health care. Philadelphia and London, W. B. Saunders company, 1927. 344 p. illus., tables, diags. 8°.
1040. **Wilson, Harris B. C.** The function of the dentist in school health procedure. American journal of public health, 17: 578-84, June 1927.
1041. **Wood, Thomas D. and Rowell, Hugh Grant.** Health supervision and medical inspection of schools. Philadelphia and London, W. B. Saunders company, 1927. 637 p. illus., plates, tables, forms. 8°.  
Health supervision is briefly defined by this book as the program of health service in which school, home, and community unite their efforts to insure to every child in school that fullness of health and healthful conditions which are required for the child's best all-round development. The authors give a comprehensive presentation of modern school health work.

#### PHYSICAL TRAINING

1042. **Society of directors of physical training in colleges.** Proceedings of the thirtieth annual meeting, New York city, December 28, 1926. Selected papers. American physical education review, 32: 328-80, May 1927.  
Contains: 1. D. B. Reed: Sportsmanship and the open mind, p. 328-80. 2. J. F. Williams: The nature and purpose of health education and physical education . . . p. 330-36; discussion, p. 336-40. 3 H. P. Silver: Sports for character building, p. 345-46, 348. 4. Grace E. Jones: Girls' athletics in high schools, p. 365-67.
1043. **Affleck, G. B.** Selected bibliography of physical education and hygiene. American physical education review, 32: 432-36, June 1927.
1044. **Clement, J. A.** The relation between physical education and the modern theory of secondary education as a whole. Educational administration and supervision, 13: 232-40, April 1927.
1045. **Dunbar, Ruth O.** A study of posture and its relationships. American physical education review, 32: 254-61, April 1927. tables.  
Concluded.
1046. **Gehrett, John Foster, and McKown, Harry C.** Policies in the employment of football coaches. University of Pittsburgh school of education journal, 2: 93-99, May-June 1927. tables.  
Public-school coaches are considered.
1047. **Bath, Emil.** Theory and practice of physical education. Vol. II. Open order work. Indianapolis, Ind., Normal college of the American gymnastic union, 1927. 189 p. illus. 8°.

1048. **Shaw, Roger.** English and American college athletics. American review of reviews, 75: 531-34, May 1927.  
"A comparison of radically different systems."
1049. **Stecher, William A.** A comprehensive program to insure physical fitness. Mind and body, 34: 57-59, May 1927.

## SEX HYGIENE

1050. **U. S. Public health service.** Sex education: a symposium for educators . . . Issued by the Treasury department, United States Public health service, Washington. Washington, Government printing office, 1927. vi, 58 p. 8°. (Venereal disease bulletin, no. 86)  
"Reading list": p. 52-58.

## PLAY AND RECREATION

1051. **Abbott, Mary Allen.** A study of the motion picture preferences of the Horace Mann high schools. Teachers college record, 28: 819-35, April 1927. tables.  
This study of the motion picture preferences was undertaken by the Motion picture committee of the Bulletin of the parents association, primarily as a guide to the committee in their recommendations of films in the Bulletin.
1052. **Barnabas, Brother.** Leisure and trained leadership. Playground, 21: 149-53, June 1927.  
Address given at the Recreation congress, Atlantic City, N. J., October 22, 1926.
1053. **Dawson, Percy M.** The vacation camp as a factor in education. American physical education review, 32: 237-48, April 1927.  
The revision of an address delivered as part of a course for camp counselors in the Department of physical education of the University of Wisconsin, May, 1926.
1054. **Kaufmann, Helen L.** Choosing the camp. Questions parents should ask when choosing a camp. New York, The Parents' publishing association, inc. [1927] 15 p. 8°.   
A camp catechism and a bibliography are included.
1055. **Lehman, Harvey C. and Witty, Paul A.** Training for the profitable use of leisure. Journal of educational method, 6: 376-81, May 1927.
1056. **Milliken, Carl E.** Photoplays for children as I see them. American childhood, 12: 11-16, May 1927.  
Gives a list "Among films recommended by the Children's matinee movement," on page 16.
1057. **Playground and recreation association of America.** Yearbook number. Playground, 21: 1-64, April 1927.  
Contains: Community recreation leadership in 790 cities, List of managing authorities and officials, Table of playground and community recreation statistics for 1926, etc.
1058. **Thompson, Laura A.** Bibliography. Workers' leisure: a selected list of references. [Washington] U. S. Government printing office, 1927. 167-77 p. 8°.   
Reprinted from the Monthly labor review for March 1927.

## SOCIAL ASPECTS OF EDUCATION

1059. **Armstrong, Mary G.** Public interest in parent-teacher work. *Child welfare magazine*, 21: 477-80, June 1927.

Thinks that editors do not give any place to copy which does not conform to ordinary newspaper regulations, and that this accounts for their lack of interest in parent-teacher news.

1060. **Cook, Elsie J.** The Congress of parents and teachers. *Quarterly journal of the University of North Dakota*, 17: 132-43, January 1927.

A sketch of the development of this rapidly growing organization, by the president of the North Dakota State branch, at State teachers college, Minot, N. D.

1061. **McColloch, Mary J.** The Parent-teacher community theatre. *Child welfare magazine*, 21: 442-43, May 1927.

Speaks of the need, though not a demand, for a Children's theatre in every community.

1062. **Marston, C. E.** How a parent-teachers association can help a school. *School and society*, 25: 607-609, May 21, 1927.

Gives a number of suggestions as to help regarding needed supplies, what the teacher needs to know, what the parent needs to know, things the parent-teachers association should not do, etc.

1063. Parent-teacher activities. *School and home*, 10: 8-49, May 1927.

Contains: Of what use is a parent-teacher association? by Edna L. Sherman. Our Association from the teacher's point of view, by Alice M. Paine and Louise M. Welles, etc.

1064. **Pryor, H. C.** A code of ethics for parent-teacher associations. *School and community*, 13: 179, April 1927.

Twenty-one rules are given for parents to observe in their relationships with the schools.

1065. **Spalding, Arthur W.** Parents start it. *Home and school*, 18: 3-5, May 1927.

The first of twelve articles on Parents and education.

1066. Study circle. Study program I, II, and III. *Child-welfare magazine*, 21: 399-401, April 1927.

These study programs designed for the use of parent-teacher associations, are prepared by: Dorothy Canfield Fisher, on Mothers and children; Wholesome childhood, by Groves and Groves; The Problems of childhood, by Angelo Patri.

1067. **Terry, Paul W.** The social experience of junior high school pupils. II. *School review*, 35: 272-80, April 1927. tables.

Presents the participation of pupils in school activities, in extra-school organizations and in business.

## CHILD WELFARE

1068. Child-welfare number. *Public health nurse*, vol. 19: no. 6, June 1927.

Contains: Should the eyes of little children be tested? by Eleanor P. Brown and Jessie Ross Royer; The nursery school-learning through living, by Winifred Rand; Feeding children in the Merrill-Palmer school, by Mary E. Sweeney; Proceedings of the Institute for board members of public health nursing organizations, New Haven, Conn., April 4-7, 1927.

1069. **Fuller, Raymond G.** Fourteen is too early; some psychological aspects of school-leaving and child labor. Prepared for the Department of research. Gertrude Folks Zimand, director. New York city, National child labor committee, 1927. 2 p. l., 40 p. 8°.

## MORAL EDUCATION

1070. **Atkins, Marjorie.** The place of humane education in the curriculum. New York state education, 14: 679-82, June 1927.  
Discusses teaching humane education in the public schools.
1071. **Davis, Calvin O.** A call to battle. Oklahoma teacher, 8: 7-9, April 1927.  
An address before the principals and superintendents of southeastern Oklahoma, at Durant, February 25, 1927, in which conditions as to moral advancement, parental disregard of law, responsibility of the press, the movies, theatres, etc. are discussed.
1072. **Foster, C. B.** Morals and student activities. Journal of the National education association, 16: 113-15, April 1927.  
The author has emphasized extra-curricular activities because he believes that they afford the greatest opportunity in moral training in the schools.
1073. **Hill, Patty Smith.** First steps in character education. Childhood education, 8: 355-59, April 1927.  
"Wanted: parents of a new order, teachers of a new order, school administrators of a new order, school curricula of a new order, school rooms and equipment of a new order, that little children may have the right start in character education."
1074. **Loudon, Blanche, Carlson, Agnes, and Maland, Rhoda.** Conduct training in the intermediate grades. I-II. Normal instructor and primary plans, 36: 24, 79, 86-89; 22, 68, May, June 1927.  
Gives a list of selections for reading, with the idea emphasized in connection with each, and a hundred-point test on heroes and heroines, made up of true-false statements, completion statements, and multiple-choice statements.
1075. **Smith, Herbert W.** A teacher forges new tools. Survey, 58: 255-58, June 1, 1927.  
Describes the activities of the Ethical culture school of New York City.
1076. **Stitt, Edward W.** Modern youth must have moral and religious training. School, 38: 641-42, May 19, 1927.
1077. **Watson, Goodwin B.** Character tests of 1926. Vocational guidance magazine, 5: 289-309, April 1927.  
Bibliography: p. 302-9.

## RELIGIOUS AND CHURCH EDUCATION

1078. **Catholic educational association of Pennsylvania.** [Proceedings of the eighth annual convention, Scranton, Pa., December 27-28, 1926] *In Its Bulletin*, vol. 7, no. 1, March 1927. 105 p. 8°. (Rev. Brother G. Lucian, secretary, St. Thomas College, Scranton, Pa.)  
Contains: 1. Bro. Felician Patrick: The college man and his reading, p. 21-28. 2. Rev. John S. O'Leary: The study of mathematics in high school as a preparation for college, p. 28-36. 3. F. E. Fitzgerald: How to organize a library, p. 36-43. 4. Sister M. Annuciata: The standardization of libraries in the elementary and high schools, p. 43-49. 5. J. M. Rule: Trends in secondary education, p. 49-61.
1079. **Educational association of the Methodist Episcopal Church, South.** Abstract of proceedings of the eighth annual meeting, Memphis, Tenn., February 9-10, 1927. Christian education magazine, 17: 5-37, May 1927.  
Contains: 1. J. E. Countiss: The contribution of the church college to the work of the Church, p. 13-22. 2. E. D. Soper: The place of a school of theology in a unified educational program, p. 23-30. 3. Methods of financing the educational program of our Church, p. 31-37.

- 1080.** **The Church as educator.** A body of source material which reveals the way in which the churches conceive their educational function. Prepared by a research group composed of Norris L. Tibbetts, chairman, Ivan Grimshaw, Charlotte P. Kummel, Azuba R. Seaver, and Harriet Vaughan. *Religious education*, 22: 368-416, April 1927.

This Committee worked under the direction of Professor W. C. Bower, continuing the work of R. L. Williams under the direction of Professor G. H. Betts.

- 1081.** **Clark, M. G.** The limitations of church education as seen by schoolmen. *Religious education*, 22: 592-98, June 1927.

- 1082.** **Clay, Martha Elliot.** Teaching the Bible. Something old and something new. *English journal*, 16: 373-80, May 1927.

Editorial note.—Courses in Biblical literature, such as are described here, are rather widely distributed and do not seem to be prohibited by legislative enactments when they are purely elective.

The course described is one in a high school, introduced as an elective.

- 1083.** **The correlation of Bible study in secondary schools and colleges.** *Christian education*, 10: 510-23, May 1927.

Report of the Committee of the National association of Biblical instructors, Laura H. Wild, chairman.

- 1084.** **Cowling, Donald J.** The college and the church. *Congregationalist*, 112: 840-41, 850-51, June 30, 1927.

An address at the National council of Congregational churches, Omaha, 1927, by the president of Carleton college, Northfield, Minn.

- 1085.** **Crowley, Francis M.** Religious education and Catholic schools. *Religious education*, 22: 477-82, May 1927.

The writer is director of the National Catholic welfare conference Bureau of education.

- 1086.** **Dudley, Carolyn.** God's children living together; programs for the primary department, prepared for use in the vacation church school. John T. Faris, D. D. editor. Philadelphia, Board of Christian education of the Presbyterian church in the U. S. A., 1927. 185 p. illus. 8°.

- 1087.** **Falconer, Robert A.** Functions of state and church in education. *Religious education*, 22: 554-59, June 1927.

President's address, Religious education association, at the Chicago meeting, April 26-29, 1927.

- 1088.** **Foster, O. D.** Religious census in state universities, colleges and normal schools in the United States, 1926-1927. *Christian education*, 10: 536-56, June 1927. tables.

The Council of church boards of education and the American association on religion have cooperated in collecting the statistics in the tables presented above.

- 1089.** ——— Religious life and instruction in state universities and colleges. *Christian education*, 10: 400-8, April 1927.

Paper read at Chicago conference, University workers of the North central region, January 4, 1927.

- 1090.** **Guenther, Adaline C.** Good and bad in vacation church schools. *Religious education*, 22: 450-64, May 1927.

The writer is assistant secretary of vacation and week-day schools, in the International council of religious education.

- 1091.** **Huff, A. Le Roy.** Religious education in the college course. *Religious education*, 22: 483-86, May 1927.

The writer is professor of religious education in the College of the Bible, Drake university.

1092. **Methodist Episcopal church.** Board of education. **Methodist educational enterprises.** A handbook for the pastor. [Chicago, Board of education of the Methodist Episcopal church, 1927?] 30 p. 8°.

1093. **Poteat, William Louis.** The future of the church college. **Bookman**, 65: 295-98, May 1927.

1094. **Religious education in present-day Mexico.** **Religious education**, 22: 302-18, April 1927.

Three articles are given on this subject, by James H. Ryan, Executive secretary of the National Catholic welfare conference; C. E. Wellman, Secretary of religious education of the Methodist Episcopal church in Mexico, and Edmundo Gonzales, Vice-consul of Mexico in New York.

1095. **Shaver, Erwin L.** Unique possibilities of the vacation school in the program of religious education. **International journal of religious education**, 3: 8-12, April 1927.

Discusses the advantages due to the time factor, turning liabilities into assets, conditions of success, etc.

1096. **Smith, Gerald Birney.** Attitudes of the churches as to the respective spheres of church and state in the matter of religious education. **Religious education**, 22: 345-67, April 1927.

Material for this study was obtained with some difficulty, and the statements presented here are admittedly imperfect, but they give a glimpse of the current opinion of the churches regarding this important subject.

1097. **Soares, Theodore Gerald.** Is religious education moving forward? **Religious education**, 22: 637-41, June 1927.

1098. **Squires, Walter Albion.** The correlation of week-day religious instruction with the educational program of the individual church. **International journal of religious education**, 3: 21-23, June 1927.

The writer is director of week-day religious instruction, Presbyterian church in the U. S. A.

1099. **Sullivan, J. T.** Education and its true ideal. **Niagara index**, 57: 5-8, April 1927.

Presents the belief that in Christian philosophy alone, will be found the effective weapon to counteract the innumerable evils of society.

1100. **Swift, Fletcher Harper.** Religious and moral training among primitive peoples. **Open court**, 41: 193-205, April 1927.

Discusses the question of the place of religion and religious training in the life of primitive peoples, and the extent to which they represent universal experiences.

1101. **Todd, Joseph C.** Present status of schools of religion. **Christian education**, 10: 409-17, April 1927.

Finds four general classifications in the present status of the movement, describes them under denominational institutions, associated denominational, interdenominational, and non-denominational schools of religion.

1102. **Vieth, Paul H.** Why a standard for the church school? **International journal of religious education**, 3: 10-12, May 1927.

1103. **Weigle, Luther A.** The public schools and religion. **Western Christian advocate**, 93: 520-22, June 2, 1927. Illus.

The writer, who is professor of religious education at Yale university, presents the problem of facing the menacing results of ignoring religion in American education.

1104. ——— Religion and the public school. **Federal council bulletin**, 10: 17-18, June 1927.

1105. **Winchester, Benjamin S.** Religious education and the liquor problem. Religious education, 22: 513-16, May 1927.
1106. **Young, Thomas S.** Training college students for vacation and week-day church school teaching. International journal of religious education, 3: 14-15, July-August 1927.
1107. **Zollman, Carl.** Historical background of the legal aspects of week-day religious education. International journal of religious education, 3: 11-12, June 1927.
- Verbatim report of address given at the recent meeting of the International council of religious education, Chicago, by the writer who is an attorney at law, Milwaukee, Wis.

## MANUAL AND VOCATIONAL TRAINING

1108. **Bawden, William T.** The manual arts building. Industrial education magazine, 28: 320-24, April 1927. illus.
- An illustrated description of the manual arts building erected in Tulsa, Okla.
1109. **Bonser, Frederick G.** Industrial arts as a social study. School and society, 25: 675-79, June 11, 1927.
1110. **Brace, George M.** Manual arts in the junior high school. Industrial arts magazine, 16: 203-5, June 1927.
1111. **California. University. Division of vocational education.** . . . A study of vocational conditions in the city of Fresno. Berkeley, Calif., 1926. xxiv, 260 op. tables, diagrs. 8°. (University of California. General vocational education series, no. 2. Division bulletin, no. 20)
1112. **Cushman, Frank.** Foremanship and supervision; a practical handbook for foreman conference leaders and supervisors of vocational education. New York, J. Wiley & sons, inc., 1927. xvii, 238 p. front. illus. 12°.
1113. **Granges, Lester B.** "Ironstones": the Bordentown (N. J.) vocational school. Southern workman, 56: 223-31, May 1927.
1114. **Gustafson, Lewis.** Our need for vocational education. Industrial education magazine, 28: 349-51, May 1927.
1115. **Keane, Francis L. and O'Connor, Johnson.** A measure of mechanical aptitude. Personnel journal, 6: 15-24, June 1927. diagrs.
- The measure described is in successful use in the West Lynn works of the General electric company.
1116. **Ricciardi, Nicholas.** A ten-year span in vocational education. Vocational education news notes, 4: 3-4, June 1927. tables.
- Discusses the progress in vocational education, in California, from 1917 to 1927.
1117. **Rossier, Wesley M.** Part time apprentice training. Pittsburgh school bulletin, 20: 539-40, April 1927.
- Discusses the cooperation between the schools and industry.
1118. **Smith, Victor J.** Factors in the development of the manual arts in the United States. Industrial education magazine, 28: 360-63, May 1927. diagrs.



1119. **Wright, J. C. and Allen, Charles B.** The supervision of vocational education of less than college grade. New York, John Wiley & sons, inc., 1926. v, 415 p. tables, diags., forms. 8°.

In this volume the principles of a specialized technique for the supervision of vocational education are presented, and the proper method of training students for this form of supervision are also set forth.

### EDUCATIONAL AND VOCATIONAL GUIDANCE

1120. **Barnabas, Brother.** Boy guidance—a new profession. National Catholic welfare conference bulletin, 8: 16-17, May 1927.  
Gives course in this subject offered at University of Notre Dame.
1121. **Barnhart, Nat G.** Vocational guidance in the public schools. Virginia journal of education, 20: 437-40, June 1927.
1122. **Clark, Laura V.** . . . A study of occupations, other than homemaking, open to women trained in home economics. Berkeley, Calif., 1927. 22 p. 8°. (University of California. Homemaking education series. no. 1. Leaflet no. 5)  
Bibliography: p. 21-22.
1123. **Cramer, Alma.** Scholarships as a phase of vocational guidance. Vocational guidance magazine, 5: 373-76, May 1927.  
Address at annual conference of the National vocational guidance association, February 1927.
1124. **Crawford, A. B.** The Yale bureau of appointments. Educational record, 8: 85-98, April 1927.  
Discusses Student employment, Scholarship and loan aid, Teaching appointments, Industrial department, and Industrial placement statistics.
1125. **Dinsmore, Kate.** Social guidance of difficult children. Vocational guidance magazine, 5: 377-85, May 1927.  
Address at the Annual conference of the National vocational guidance association, February 1927.
1126. **Fryer, Douglas.** Interest and ability in educational guidance. Journal of educational research, 16: 27-39, June 1927.  
The investigation covers elementary and high school and college students.
1127. **Hall, Sidney B.** Vocational guidance on the college level. Virginia teacher, 8: 121-22, April 1927.  
Gives suggestions for guidance programs, with special emphasis on the functions of the counsellor, or dean of freshmen.
1128. **Hawkes, Franklin P.** Educational guidance through organization and supervision of a college week. Journal of educational method, 6: 342-52, April 1927.  
Discusses the plans carried out in a college week held in the junior high school, with reference to vocational plans, and choice of college, etc.
1129. **Jones, Lloyd L.** A survey of commercial occupations. Journal of commercial education, 56: 115-17, April 1927.  
A study begun four years ago by the Committee of vocational guidance, Schoolmaster's club, of Cleveland, Ohio, on commercial occupations in that city. The plan was to study the character of the jobs which the pupils leaving Cleveland high schools get during the first five years they are out.
1130. **Klain, Zora.** Educational guidance. New Jersey journal of education, 16: 7-8, June 1927.

1131. **Lake, Charles H.** Sees "guidance" emphasized in new education. *School topics* (Cleveland) 9: 1, 4, May 23, 1927.  
Points to increasing stress placed on the discovery and development of the abilities of pupils in high school.
1132. **Lyon, Leverett S. and Butler, A. Marie.** Vocational readings. New York, The Macmillan company, 1927. 571 p. 12°. (Textbooks in the social studies. Junior high school series, edited by L. C. Marshall)  
"Bibliography for vocational readings": p. 565-571.
1133. **Boemer, Elizabeth E.** Methods of financing and administering scholarships. *Vocational guidance magazine*, 5: 367-73, May 1927.  
Address at the Annual conference of the National vocational guidance association, February 1927.
1134. **School counselors.** *Vocational guidance magazine*, vol. 5, no. 7, April 1927.  
The number is devoted almost entirely to the subject of school counseling, and contains: The need for a cooperative training program for school counselors, by A. H. Edgerton; Training for vocational counselors, by Harry D. Kitson; A training program for vocational counselors, by George E. Myers; Training for educational and vocational counselors from the standpoint of the field worker, by Anna B. Pratt; Objectives of the interview for the vocational counselor, by Douglas Fryer; etc.
1135. **Silverman, Alexander.** The chemistry profession: preparation, opportunities. *Journal of chemical education*, 4: 479-88, April 1927.  
Presented before the Division of chemical education of the American chemical society, Richmond, Virginia, April 14, 1927.
1136. **Strong, Edward K., jr.** A vocational interest test. *Educational record*, 8: 107-21, April 1927.  
Gives the blanks for the test, which is divided in eight parts, viz: Occupations, Amusements, School subjects, Activities, Peculiarities of people, Order of preference of activities, Comparison of interest between two items, and Rating of present abilities and characteristics.

### AGRICULTURE

1137. **Stewart, Bolland Maclaren and Getman, Arthur Kendall.** Teaching agricultural vocations; a manual for teachers in preparation and in service. New York, John Wiley & sons, 1927. vii, 377 p. tables, diags. 8°. (Books on education, ed. by A. K. Getman and C. E. Ladd)
1138. **U. S. Federal board for vocational education.** Training for leadership in agricultural education. Washington, D. C., U. S. Government printing office, 1927. 30 p. 8°. (Bulletin, no. 115, Agricultural series, no. 30)  
Report of the National committee on advanced courses in vocational education.

### HOME ECONOMICS

1139. **Clarke, Dorothy.** The home economics department grows. *Virginia teacher*, 8: 113-16, April 1927.  
Sets forth what the senior home economics class in the Harrisonburg high school will attempt to accomplish in interior decorating, house arrangement, household purchasing, and home management, during the spring term.
1140. **Haley, Alice H.** Equipment for the home economics department. *Industrial-arts magazine*, 16: 172-75, May 1927. diags., tables.
1141. **Hauck, Hazel M.** Home making in University of North Dakota practice house. *Food and health education*, 5: 66-67, May 1927. illus, plan.

1142. **Hembre, Mrs. Cora Lanning.** The mother's part in teaching home economics. *Journal of home economics*, 10: 816-19, June 1927.
1143. **Kauffman, Treva E.** The educational value of school contests in home economics. *High school teacher*, 3: 142-46, April 1927.  
The following contests were held: Girls clothing contest, High school contest of Vermont, Home decoration and furnishing contest, Student club contest, etc.
1144. **McQueen, Jessie.** Food and nutrition plays. *Montana education*, 3: 13. April 1927.  
Gives a list of ten plays, with annotations, desirable for teachers wishing to put on special programs for Child Health Day, May 1.
1145. **Smith, Sybil L.** Recent progress in vitamin research. *Journal of home economics*, 19: 189-97, April 1927.  
"References": p. 195-97.
1146. **U. S. Federal board for vocational education.** Training for leadership in home economics education. Washington, D. C., U. S. Government printing office, 1927. 38 p. 8°. (Bulletin, no. 116, Home economics series, no. 9)  
Report of the National committee on advanced courses in vocational education.

## COMMERCIAL EDUCATION

1147. **Barnhart, Earl W.** An analysis of the work of a stenographer. *American shorthand teacher*, 7: 307-10, 358-60, May-June 1927.
1148. **Freyd, Max.** Selection of typists and stenographers: information on available tests. *Journal of personnel research*, 5: 490-510, April 1927.
1149. **Johnson, Ruth.** New type examinations applied to accounting. *Bulletin of high points in the work of the high schools of New York city*, 9: 38-42, April 1927.
1150. **Kirk, John G.** Test program in junior business training in Philadelphia. *Journal of commercial education*, 56: 109-16, April 1927.
1151. **Lomax, Paul S.** The educational value of bookkeeping. *Balance sheet*, 8: 3-6, 34, May 1927.  
The writer is associate professor of commercial education, School of education, New York university.
1152. **Nichols, Frederick G. and others.** A new conception of office practice, based on an investigation of actual office requirements. Cambridge, Harvard university press, 1927. 123 p. tables (partly fold.) 8°. (Harvard bulletins in education, no. XII)
1153. **Nielson, N. H.** The need of retail training in our high schools. *Midland schools*, 41: 286-87, April 1927.  
A presentation of the possible affiliation of commercial life and education.
1154. **Noel, Thomas W.** The educational value of accounting. *Balance sheet*, 8: 3-5, 11, April 1927.  
An address delivered at the annual meeting of the Southern commercial teachers' association, November, 1926.
1155. **Taylor, William S.** The qualifications of a commercial teacher. *Balance sheet*, 8: 7-10, 34, May 1927.  
Discusses 14 qualifications, with suggestions.

1156. Walters, E. G. State supervision of commercial education. *Journal of commercial education*, 56: 101-3, 112, March 1927.

Gives a table of states, with title of supervising official, and nature of supervision; and also a list of states alphabetically arranged, with the kind of commercial teachers' certificates issued, training required, and length of time covered by certificate granted.

1157. Yoder, C. M. Commercial subjects in the senior high school. *Commercial education*, 12: 38-40, March 1927.

### PROFESSIONAL EDUCATION

1158. Leonard, Robert Josselyn. Dangers incident to the continual lengthening of professional curricula. *School and society*, 25: 759-68, June 25, 1927. tables.

Discusses medical, legal, dental, theological and pharmaceutical education, as well as engineering and nursing education.

### LAW

1159. Association of American law schools. Handbook . . . and proceedings of the twenty-fourth annual meeting, held at Chicago, Ill., December 29-31, 1926. 137 p. 8°. (H. Claude Horack, secretary-treasurer, State University of Iowa, Iowa City, Iowa)

Contains: 1. E. W. Aigler: Legal education and the Association of American law schools, p. 13-27; Discussion, p. 27-33. 2. T. E. Powell: The recruiting of law teachers, p. 50-58.

1160. Decker, Edward H. Law curriculum in schools of business administration. *American law school review*, 6: 133-37, May 1927.

A paper read before the meeting of the Pacific coast conference in Eugene, Oregon, December, 1926.

1161. Educational requirements for admission to the Bar. *Columbia alumni news*, 18: 491-92, April 8, 1927.

"Expression of the attitude of the Columbia law school."

### MEDICINE, DENTISTRY

1162. Association of American medical colleges. [Papers read at the thirty-seventh annual meeting, Cleveland, October 25-26, 1926] *Bulletin of the Association of American medical colleges*, 2: 97-148, April 1927.

Contains: 1. B. D. Myers: Disposition of applicants for admission to schools of medicine for 1926-1927, p. 97-102. 2. Hugh Cabot: A plea for the further extension of clinical opportunity into the earlier years of the medical course, p. 105-108; Discussion, p. 108-15. 3. A. T. Lytle: Teaching of medical economics, p. 115-24. 4. J. B. Miner: Training by and for conferences, p. 129-36. 5. J. W. Moore: Clinical clerkships in medicine. Student unit system, p. 136-39. 6. A. C. Curtis: The woman as a student of medicine, p. 140-48.

1163. Gies, William J. Dental education in the United States and Canada. A report to the Carnegie foundation for the advancement of teaching. New York, Carnegie foundation for the advancement of teaching, 1926. 692 p. 8°. (Carnegie foundation for the advancement of teaching. Bulletin, no. 19)

CONTENTS.—Preface.—Introduction.—Pt. I. General history of dentistry.—Pt. II. Present main features of dental education in the United States.—Pt. III. Prospective improvements of dental education in the United States.—Pt. IV. Dental education in Canada.—Pt. V. General views and conclusions.—Pt. VI. Dental schools in the United States and Canada.—Pt. VII. Appendix.

1164. **Gordon, Charles A.** Taking medical education to the practitioner. *Journal of the American medical association*, 88: 1373-75, April 30, 1927.  
Discusses the work of the Medical society of the State of New York, which offers graduate education, without cost, to every physician in the State, whether a member of his county society or not.
1165. **Graham, Evarts A.** The teaching of clinical work to the undergraduate. *Journal of the American medical association*, 88: 1379-83, April 30, 1927.
1166. **Mayo, William J.** Medical education for the general practitioner. *Journal of the American medical association*, 88: 1377-79, April 30, 1927.
1167. **Rockefeller foundation.** Division of medical education. Methods and problems of medical education. (Seventh series) New York, N. Y., Division of medical education, The Rockefeller foundation, 1927. 99 p. illus. 4°.

## ENGINEERING

1168. Cooperative method of engineering education. *Journal of engineering education*, 17: 669-735, March 1927.
1169. **Hudelson, Earl.** Class size and student achievement. Digest of an address made before the Minnesota section of the Society for the promotion of engineering education, November 9, 1926. *Journal of engineering education*, 47: 820-29, April 1927.
1170. **John, Walton C.** A study of engineering curricula. Lancaster, Pa., The Lancaster press, inc., 1927. 95 p. 8°. (Society for the promotion of engineering education. Bulletin no. 10 of the Investigation of engineering education)  
CONTENTS.—Introduction.—Part I. Graphical summaries of combined requirements for admission and for graduation.—Part II. Comparative summary and analysis of graduation requirements in the five principal engineering curricula.—Part III. Summary and analysis of entrance requirements.—Part IV. Summary and analysis of graduation requirements.
1171. **Vanleer, Blake B.** Laboratory instruction in the Department of mechanical and electrical engineering of the University of California. *Journal of engineering education*, 17: 871-79, May 1927.
1172. **Wickenden, W. E.** Curriculum revision, in the light of the Board's recommendations. *Journal of engineering education*, 17: 792-801, April 1927.  
Discusses the preliminary report of the Board of investigation and coordination.

## CIVIC EDUCATION

1173. **Mason, Hollie Lee.** Our federal government—the judicial department. Normal instructor and primary plans, 36: 30, 63-84, June 1927. illus.
1174. ——— Our federal government—the legislature. Normal instructor and primary plans, 36: 44, 84-86, May 1927. illus.
1175. **Stack, Herbert J.** Standardized tests in community and economic civics. Historical outlook, 18: 166-72, April 1927.  
The tests are given, with directions.
1176. **Van Buskirk, Luther.** Standards for the improvement of citizenship training. *Journal of educational method*, 6: 439-42, June 1927.  
Gives 16 standards to illustrate his point.

## EDUCATION OF WOMEN

1177. **Callender, Pauline.** The dean of women—her place in the junior college. Virginia teacher, 8: 133-42, May 1927. tables.
1178. **Curtis, Arthur C.** The woman as a student of medicine. Bulletin of the Association of American medical colleges, 2: 140-48, April 1927. tables, diagrs.
1179. **Hatcher, O. Latham, ed.** Occupations for women. A study made for the Southern woman's educational alliance. Richmond, Va., Atlanta, Ga., Southern woman's educational alliance, 1927. 527 p. 8°.  
 "This book is a practical presentation of information regarding occupations open to women—explaining what they are, the education and training, and the personal qualifications needed for engaging in them, ways of entering them, financial returns, so far as these can be indicated, and outstanding advantages and disadvantages which one field may present in comparison with others."—Pref. note.
1180. **Howes, Ethel Puffer.** The woman's orientation course, what shall be its basic concept? Journal of the American association of university women, 20: 106-109, June 1927.  
 Speech delivered before the convention of the American association of university women, Saturday, April 2, 1927.
1181. **Kennon, Anne Byrd.** College wives who work. Journal of the American association of university women, 20: 100-106, June 1927. tables, diagrs.  
 This study was made to see how and under what conditions married women carry on professional work. Two hundred and forty three wives are considered, their education and experience, vocations, earnings, family groups, homes, etc., and a comparison is made with a similar but unmarried group.
1182. ——— **Simmons' independent wives.** Simmons college review, 9: 155-59, June 1927.  
 A study of the question "Do Simmons college graduates retain their economic independence when they marry?"
1183. **McDonald, Olive K.** The education problem presented by the fourteen and fifteen-year old girls who leave school to enter gainful occupations. University of Pittsburgh school of education journal, 2: 87-92, March-April 1927. tables.
1184. **Newman, A. Evelyn.** The dean of girls in high school. Teachers journal and abstract, 2: 296-91, April 1927.  
 "Bibliography for deans of girls": p. 290-91.
1185. **Vassar college.** Class in statistics, 1926-27. Earnings of Vassar students. Vassar journal of undergraduate studies, 2: 3-12, May 1927. diagrs.  
 This study was edited by Anna Barstow Nollen.

## INDIAN AND NEGRO EDUCATION

1186. **Andrews, Willie Dean.** Negro folk games. Playground, 21: 132-34, June 1927. illus.
1187. **Eleazer, Robert B.** Negro education in Georgia. Spelman messenger, 43: 14-15, April 1927.  
 Presents statistics of negro education.

1188. **The John F. Slater fund.** Proceedings and reports of the John F. Slater fund for the year ending September 30, 1926. 25 p. 8°. (Miss Gertrude C. Mann, secretary, Box 418, Charlottesville, Va.)
1189. **Mason, Mary L.** Illiteracy—the negro's fight to wipe it out. American teacher, 11: 14-16, May 1927.
1190. **U. S. Office of Indian affairs.** . . . Education of the Indians. Chilocco, Okla., The Indian print shop, Chilocco Indian agricultural school [1926] 2p. l., 8 p. 8° (Bulletin, 1926, no. 9)  
At head of title: Department of the Interior . . .

### EDUCATION OF DEAF

1191. **Conference of superintendents and principals of American schools for the deaf.** Proceedings of the thirteenth conference, 1926. American annals of the deaf, 72: 221-94, May 1927.  
Concluded from the March issue.  
Contains: A proper adjustment of the course of study to meet the requirements of very young children, Nomenclature as applied to our profession, The printing industry and the school for the deaf, War experience in connection with defects of speech and hearing, conservation of hearing, etc.
1192. **Sturdivant, Elizabeth.** If I studied speech-reading. A daily dozen for the speech-reader. Volta review, 29: 173-75, April 1927.  
Gives a number of suggestions to those attempting to learn to read the lips.
1193. **Taylor, Harris.** A proper adjustment of the course of study to meet the requirements of very young children. American annals of the deaf, 72: 221-30, May 1927.  
Discussion: Miss Helen Thompson, p. 230-34.
1194. **Wright, John D.** English schools for the deaf. Volta review, 29: 300-306, June 1927.  
Concluded from the January issue.

### EDUCATION OF THE BLIND

1195. **Hoskins, Rose-Kyle.** Teaching visually handicapped children. Nation's health, 9: 46-47, May 1927.  
Says there are now 220 classes in the United States, connected with the public schools, but the development is slow.
1196. **Maxfield, Kathryn E.** Adaptation of educational tests for use with blind pupils. New York [American foundation for the blind], 1927. 56 p. 8°. (American foundation for the blind. Bureau of research and education. Series III. Educational measurements, no. 1)

### EXCEPTIONAL CHILDREN

1197. **National conference of juvenile agencies.** Proceedings of the twenty-third annual session . . . held at Pittsburgh, Pa., October 15-21, 1926. 118 p. 8°. (J. A. Tinsley, secretary, Woodbine, N. J.)  
Contains: 1. E. N. Roselle: Relative weights in the development of an all round training program for juvenile delinquents, p. 6-20. 2. C. C. Carstens: The social responsibility of an institution for delinquents involved in accepting children committed to its care, p. 37-43. 3. Charles A. Gates: Crime and leisure time, p. 44-51. 4. E. R. Johnston: Classification of inmates by institutions instead of in institutions, p. 63-75. 5. Carina C. Warrington: How can probation be of service to juvenile correctional institutions? p. 77-82. 6. William J. Ellis: Classification for training and parole, p. 83-93. 7. Maud Loeber: Why some children don't succeed, p. 100-104.

198. **Doll, Edgar A.** Institutional care of the feeble-minded. Training school bulletin, 24: 21-25, April 1927.  
Concluded from the March number.
199. **Jones, Burr F.** School progress of children unable to speak English on entering school. Elementary school journal, 27: 674-81, May 1927.  
A study made in Massachusetts as to the effect of the language handicap on the progress of pupils through the elementary grades.
200. **Root, A. B.** Special education and the speech defective. Educational administration and supervision, 13: 255-65, April 1927.  
Recommends an adequate system of records and case history, adequate preparation and qualification of teachers specially trained for this work, etc.
201. **Schrammel, H. E.** The education of gifted children. Teachers journal and abstract, 2: 356-59, May 1927.  
A plea for more attention and educational guidance for that group of children who are found by testing to possess superior mental ability.
202. **Tarbell, Robert W.** The training of crippled and handicapped people. Industrial arts magazine, 16: 206-8, June 1927.  
Discusses the needs for the individual, and the organization of the work, as well as its economic side to the individual, to society, and the future of the work.
203. **Wexberg, Erwin.** Your nervous child; a guide for parents and teachers. Authorized translation into English by Walter Béran Wolfe. New York, Albert & Charles Boni, 1927. xiv, 178 p. 12°.  
This little book comprises three chapters relating to nervousness in children—first, its manifestations; second, its causes; and lastly, its prophylaxis and treatment.
204. **Witty, Paul A. and Lehman, Harvey C.** The play behavior of fifty gifted children. Journal of educational psychology, 18: 259-65, April 1927.  
The term "gifted" as here employed means IQ of 140 or above.

### EDUCATION EXTENSION

205. **Bishop, W. W.** Adult education—a challenge to Phi Beta Kappa. School and society, 25: 385-94, April 2, 1927.  
Address delivered on December 4, at the annual meeting of the Buffalo chapter of Phi Beta Kappa.
206. **Cook, Huldah Florence and Walker, Edith May.** Adult elementary education. New York, Chicago [etc.] C. Scribner's sons [1927] viii, 407 p. diagr. 12°.
207. **Gt. Brit.** Board of education. Adult education committee. The drama in adult education. A report by the Adult education committee of the Board of education, being Paper no. 6 of the committee. London, H. M. Stationery office, 1926. 232 p. 12°.
208. **Lindeman, Edward C.** After lyceums and chautauquas, what? Bookman, 65: 246-50, May 1927.
209. **Michael, C. L.** Home study by correspondence under high school supervision. Arizona teacher and home journal, 15: 258-59, April 1927.  
Gives some definite cases in which home study courses have already functioned.



1210. **Morriss, Elizabeth C.** Citizens' reference book; a textbook for adult beginners in community schools. In two volumes. Vol. I-II. With an introduction by Howard W. Odum. Chapel Hill, The University of North Carolina press, 1927. 2 v. illus. 8°.
1211. **Tilliforth, L. I.** Service to the community. New York university alumnus, 7: 7-8, April 6, 1927.  
Describes the work of the Extension division of New York university in connection with adult education.
1212. **World association for adult education.** Adult education in Holland, the People's university of Rotterdam, the American association, expansion of the World association. London, World association for adult education, 1927. 32 p. 8°. (Bulletin XXXI)

## LIBRARIES AND READING

1213. **Fort Wayne's school library program.** Library journal, 52: 585-88, June 1, 1927. illus.  
Describes the cooperation between the public library school librarian and the public schools, in the Fort Wayne, Indiana, public library.
1214. **Hardy, Marjorie.** Right attitude toward books and taste in reading in the primary school. Elementary school journal, 27: 745-50, June 1927.  
Study made in the University elementary school of the University of Chicago.
1215. **Jordan, Edward B.** The college library. Catholic educational review, 25: 268-76, May 1927.  
To be continued.
1216. **The new free library of Philadelphia.** Library journal, 52: 633-39, June 15, 1927. illus., plans.  
Gives full description and plans of the new seven million dollar building which has been formally dedicated and thrown open to the public.
1217. **New York State library.** References on school libraries, 1920-26; compiled by Frances N. Baker, Helen F. Northup, Fannie Tepper, Rachel Woodworth, Sister Marie Cecilia Marzolf, New York State library school. Albany, The University of the state of New York press, 1927. 37 p. 8°. (University of the state of New York bulletin, no. 876, May 15, 1927. Bibliography bulletin 78)
1218. **Padín, José.** The book in inter-American cultural commerce. Bulletin of the Pan-American union, 61: 558-65, June 1927.
1219. **Sears, Minnie Earl.** The teaching of cataloging. Library journal, 52: 579-81, June 1, 1927.  
Some suggestions on cataloging as it is and as it might be taught, being the substance of an informal address to the New York regional catalogers group.
1220. **Sparn, Enrique.** El crecimiento de las grandes bibliotecas de la tierra durante el primer cuarto del siglo XX. Córdoba (Rep. Argentina) Academia nacional de ciencias, 1926. 3 v. tables, diagrs., maps. 8°. (Academia nacional de ciencias. Miscelánea no. 13-15)  
Contains: I. Las bibliotecas universitarias y afines con más de 100,000 volúmenes. II. Las bibliotecas nacionales, provinciales, municipales y populares con más de 100,000 volúmenes. III. Las bibliotecas especiales con 100,000 y más volúmenes. IV. Resumen tabulario de las partes I, II y III.

1221. **Turrell, Mrs. Amy W.** Interesting pupils in reading. Illinois association of teachers of English bulletin, 19: 19-28, March-April 1927.

Discusses the problem of getting high school students to read more, and to read that which is worth while, and to create an interest in collateral reading.

1222. **Woolley, Paul V.** The school-shop library. Its advantages and how to develop one. Industrial education magazine, 28: 317-19, April 1927. illus.

#### BUREAU OF EDUCATION: RECENT PUBLICATIONS

1223. **An age-grade study in 900 city school systems.** By Frank M. Phillips. Washington, D. C., Government printing office, 1927. 9 p. 8°. (Statistical circular, no. 8, May 1927)

1224. **The appreciation of music.** Washington, United States Government printing office, 1927. 6 p. 12°. (Reading course no. 81)

1225. **Better teeth.** By James Frederick Rogers. [Washington] U. S. Government printing office, 1927. 19 p. illus., plate. 8°. (Health education, no. 20)

1226. **Bibliography of certain aspects of rural education.** (From January 1, 1920, to September 1, 1926) Washington, United States Government printing office, 1927. 56 p. 8°. (Bulletin, 1927, no. 4)

1227. **Biennial survey of education, 1922-1924.** Washington, Government printing office, 1927. 886 p. 8°. (Bulletin, 1926, no. 23)

1228. **Educational boards and foundations, 1924-1926.** By Henry R. Evans. Washington, United States Government printing office, 1927. 12 p. 8°. (Bulletin, 1927, no. 10)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

1229. **Extended use of school buildings.** By Eleanor T. Glueck. Washington, United States Government printing office, 1927. 80 p. 8°. (Bulletin, 1927, no. 5)

1230. **Heroes of American democracy.** Washington, U. S. Government printing office, 1927. 8 p. 12°. (Reading course, no. 12, revised)

1231. **Methods of teaching adult aliens and native illiterates.** For use in colleges, universities and normal schools, and for teachers of adults. Washington, United States Government printing office, 1927. 58 p. 8°. (Bulletin, 1927, no. 7)

1232. **An outline of methods of research with suggestions for high school principals and teachers.** Washington, United States Government printing office, 1927. 31 p. 8°. (Bulletin, 1926, no. 24)

1233. **The parent-teacher associations, 1924-1926.** By Margaretta W. Reeve and Ellen C. Lombard. Washington, United States Government printing office, 1927. 28 p. 8°. (Bulletin, 1927, no. 11)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

1234. **Recent movements in city school systems.** By W. S. Deffenbaugh. Washington, United States Government printing office, 1927. 26 p. 8°. (Bulletin, 1927, no. 8)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

1235. Record card for Baltimore kindergarten pupils. Washington, United States Government printing office, 1927. 1 card.  
Reprinted from *School Life*, April 1927.
1236. Record of current educational publications; comprising publications received by the Bureau of Education during January-March, 1927. Compiled in the Library division, John D. Wolcott, chief. Washington, United States Government printing office, 1927. 50 p. 8°. (Bulletin, 1927, no. 12)
1237. Some essentials of a State's supervisory program for the improvement of instruction. By Katherine M. Cook. Washington, D. C., Government printing office, 1927. 9 p. 8°. (Rural school leaflet, no. 43, May 1927)
1238. Values of the manual arts. By Maris M. Proffitt. Washington, Government printing office, 1927. 16 p. 8°. (Industrial education circular, no. 27, April 1927)
1239. Work of the Bureau of Education for the natives of Alaska. By William Hamilton. Washington, United States Government printing office, 1927. 5 p. 8°. (Bulletin, 1927, no. 6)

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DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

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BULLETIN, 1927, No. 38

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RECORD  
OF CURRENT EDUCATIONAL  
PUBLICATIONS

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COMPRISING PUBLICATIONS  
RECEIVED BY THE BUREAU OF EDUCATION DURING  
JULY-SEPTEMBER, 1927



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CONTENTS.—Educational history and biography—Current educational conditions—International aspects of education—Educational theory and practice—Educational psychology; Child study—Educational sociology—Psychological tests—Educational tests and measurements—Educational research—Individual differences—Special methods of instruction and organization—Special subjects of curriculum—Kindergarten and pre-school education—Elementary education—Rural education—Secondary education—Junior high schools—Teacher training—Teachers' salaries and professional status—Higher education—Junior colleges—Federal government and education—School administration—Educational finance—School management—Curriculum making—Extra-curricular activities—School buildings and equipment—Health education and supervision—Mental hygiene—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral education—Religious and church education—Manual and vocational training—Educational and vocational guidance—Home economics—Commercial education—Professional education—Civic education—Military education—Education of women—Negro education—Education of blind and deaf—Exceptional children—Education extension—Libraries and reading—Bureau of education: Recent publications.

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## NOTE

The following pages contain a classified and annotated list of current educational publications received by the library of the Bureau of Education during the third quarter of 1927, July to September, inclusive. The last preceding list in this series of records was issued as Bulletin, 1927, No. 25, and comprised publications received by the Bureau of Education to July 1, 1927. The item numbers run consecutively through the issues of the record during 1927, and at the end of the year an annual index will be published with references to these item numbers.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

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## EDUCATIONAL HISTORY AND BIOGRAPHY

1240. **Beard, Charles A. and Beard, Mary E.** *The rise of American civilization.* New York, The Macmillan company, 1927. 2 v. fronts, illus. 8°.

Contains various sections describing educational and cultural developments in the United States from the earliest settlements to the present.

1241. **Doughty, F. H.** H. G. Wells, educationist. London, Jonathan Cape, Ltd. [1926] 192 p. 12°.
1242. **Morrow, Honoré Willis.** The father of Little women. Boston, Little, Brown, and company, 1927. vii, 283 p. front. (port.) plates. 8°.  
In this biography Mrs. Morrow tells of the life of A. Bronson Alcott, of his tragic disappointments and of his wonderful intellectual and spiritual qualities as evidenced in his own letters and journals.
1243. **Reisner, Edward H.** Historical foundations of modern education. New York, The Macmillan company, 1927. xv, 513 p. illus. 12°.  
The stream of educational development in Western Europe from Homeric times to the sixteenth century of our era is followed in this book, which gives particular attention to those influences which have been most potent in shaping this development, and which are essential to explain current educational conditions.
1244. **Waddell, Helen.** The wandering scholars. Boston and New York, Houghton Mifflin company, 1927. xxviii, 291 p. front., plates. 8°.

## CURRENT EDUCATIONAL CONDITIONS

## GENERAL AND UNITED STATES

1245. **Detroit, Mich.** Educational conference. Proceedings of the ninth annual educational conference . . . Detroit, May 5 and 12, 1927. Detroit, Mich., Board of education, 1927. 70 p. 8°. (Detroit educational bulletin no. 12, June 1927)  
Contains: 1. James Baird: Parallel programs in reading and arithmetic, p. 8-11. 2. C. W. Blanchard: Problems in commercial education, p. 13-16. 3. E. J. Corrigan and J. A. Kennedy: A new plan of homogeneous grouping, p. 16-19. 4. S. A. Curtis: Measuring the effect of nature and nurture in growth, p. 20-24. 5. R. B. Cunliffe: Value of Detroit advanced intelligence tests in prognosticating college success, p. 25-26. 6. Beulah Finch: Word associations and moral education, p. 27-30. 7. W. E. Lessenger: Mass individualized instruction in secondary education, p. 37-40. 8. C. H. McCloy: The athletic quotient: an anthropometric-athletic accomplishment score, p. 43-48. 9. Eugene Mondor: Nationalism and historical truth in French, German, and English history textbooks, p. 48-52. 10. Nila B. Smith: Matching ability as a factor in first grade reading, p. 58-62.
1246. **Ament, William S.** Religion, education and distinction. School and society, 26: 390-406, September 24, 1927. tables.  
A study of denominational preferences, politics, membership in social clubs, education and professions based on information in Who's who.
1247. **Birmingham-Southern college, Birmingham, Ala.** Contributions from the Department of education. Birmingham, Ala., Birmingham-Southern college, 1927. 58 p. 8°. (Birmingham-Southern college bulletin, vol. XX, no. 3, June 1927)  
Contains: 1. Roy E. Hoke: The origin and development of the scientific movement in education, p. 7-11. 2. R. H. Eliassen: Intelligence testing at Birmingham-Southern college, p. 12-16. 3. Boline W. Moore: Teacher goes to school, p. 17-19. 4. Thomas W. Rogers: The instrument—language, p. 21-31. 5. Bessie M. Winchester: Moral education in the elementary grades, p. 32-41. 6. Mrs. Edith H. Meigs: Primary project—China, p. 42-46. 7. Zoe LaForge: The nursery school movement, p. 47-50. 8. Horace Hildreth: A teacher's platform, p. 51-55. 9. Martin Briscoe: History of Kappa Phi Kappa educational fraternity, p. 56-57. 10. Iota Sigma educational sorority, p. 58.

1248. **Blair, Francis G.** *The American melting pot. School and society*, 28: 57-64, July 16, 1927.

Address of the president before the general session of the National education association, at Seattle, July 4, 1927.

The writer says that the American school system is the very pit of the melting pot, where the ancient foreign prejudices are melted out of the youth and the best that was brought and the best that is here are fused together. In conclusion he says that the chiefest concern of the growing republic is the having and holding of the right kind of a teacher in the schools of America.

1249. **C. R. B. educational foundation, inc.** *Report, 1926.* New York, 42 Broadway [1927?] 38 p. 4°.

1250. **Chase, Josephine.** *New York at school. A description of the activities and administration of the public schools of the city of New York.* New York, Public education association, 1927. xii, 268 p. 8°.

1251. **A handbook of private schools for American boys and girls. An annual survey, eleventh edition, 1926-1927.** Boston, Mass., Porter Sargent, 11 Beacon street [1927] 1186 p. 12°.

Devotes 50 pages to the educational year in review, and to the new educational books. Presents the private schools critically and statistically described by states, and also in classified groups to meet special needs. Contains educational directories of associations, periodicals, dealers in equipment, etc., and a who's who in the private schools.

1252. **Hart, Joseph K.** *Who owns education? Womans press*, 21: 397-99, 442, June 1927.

"Youth," says Mr. Hart, "seems to be under the peculiar illusion that schools exist for the sake of the students; that the public pays taxes with the kindly idea of giving students what they want; that philanthropists give their millions so that students may learn to do as they please: An idea that is without the slightest foundation of historical fact. On the contrary, education is the invention of adults and has always been employed to protect existing society against the radical and dangerous ideas of the younger generation."

1253. **Huxley, Aldous.** *The outlook for American culture; some reflections in a machine age.* Harpers magazine, 155: 265-72, August 1927.

1254. **Iowa. Board of control of State institutions.** *Bulletin of State institutions.* Contains a report of the quarterly conference of chief executive officers of State institutions and others with the Board of control of State institutions, with papers and addresses and discussions thereon. Anamosa, Iowa, Men's reformatory press, 1926. 344 p. 8°. (Bulletin, vol. XXVIII, 1926)

Contains: 1. B. O. Tankersley: The juvenile delinquent, p. 56-59. 2. Leona Johnson: Home economics: past, present and applied, p. 60-62. 3. G. A. Merrill: The Minnesota children's bureau and its relation to the State public school, p. 197-205. 4. Elizabeth Healy: The nutrition survey in the Fort Dodge public schools, 1925-1926, p. 221-25. 5. George Donohoe: Difficulty of adjustment during the adolescent period, p. 295-304. 6. Edwin H. Sands: Child welfare in Iowa, p. 305-15. 7. Caroline Uhl: What the girls at Mitchellville taught me, p. 333-40.

1255. **Kandel, I. L., ed.** *Educational yearbook of the International institute of Teachers college, Columbia university, 1926.* New York, The Macmillan company, 1927. xv, 596 p. tables. 8°.

This third annual volume in the series of yearbooks continues the accounts of the progress of education in England, France, Germany, and the United States, and also contains sections on education in 10 other countries. Part II presents a special consideration of the problems of secondary education as illustrated by the practices of England, Germany, and the United States.



1256. **Kimball, Justin F.** Some implications of democracy as manifest in American school systems. *Texas outlook*, 11: 7-10, July 1927.
1257. **North Carolina. State educational commission.** Report of the State educational commission on the public school system of North Carolina, submitted January 15, 1927, to Angus Wilton McLean, Governor. Raleigh, Edwards & Broughton company, 1927. xi, 269 p. 8°.
1258. **Progressive education**, vol. 4, no. 3, July-August-September 1927.  
 The spirit and practice of the new education.  
 Contains papers delivered at the sixth annual meeting of the Progressive education association.  
 Contains: 1. Paul Hanus: A tribute to Dr. Charles W. Elliot, p. 157-63. 2. Erich Hylla: The new education in Germany, p. 164-68. 3. H. T. Bailey: Outwitting the city, p. 169-74. 4. E. R. Smith: Keeping parents informed about the development of their children, p. 175-80. 5. Katharine K. Knickerbocker: Parent cooperation at the Lincoln school, p. 181-85. 6. Mary H. Lewis: What have parents a right to demand from a progressive school? p. 186-89. 7. Morton Snyder: Progressive education—progress and prospect, p. 190-95. 8. H. C. Morrison: The individual adjustment of high school pupils, p. 196-99. 9. W. B. Curry: Co-education or segregation in the high school, p. 200-204.
1259. **Ryan, W. Carson, jr.** The Locarno conference of the new education fellowship. *School and society*, 26: 281-86, September 3, 1927.  
 A brief report of the problems discussed at the Fourth international conference of the new education fellowship, held at Locarno, Switzerland, August 3 to 15, 1927.
1260. **Suzzallo, Henry.** A declaration of independence for public education. *School and society*, 26: 89-96, July 23, 1927.  
 Address before the general session of the National education association, at Seattle, Washington, July 4, 1927.
1261. **Vincent, George E.** The Rockefeller foundation. A review for 1926. New York, 1927. 54 p. illus. 8°.
1262. **Young, Kimball.** Primitive social norms in present-day education. *Social forces*, 5: 572-83, June 1927.  
 Discusses the "persistence in education of the mores and folkways which date from this outworn past."

## FOREIGN COUNTRIES

1263. **Conference of educational associations.** Report of the fifteenth annual conference of educational associations, held at the University college, London, January 1927. [London] Pub. by the Conference committee, 1927. 418 p. 8°.  
 Contains: 1. Mrs. Heath: The human aspect of the Dalton plan, p. 34-40. 2. Joseph Wicksteed: The evolutionary value of co-education, p. 43-51. 3. H. D. Akerman: International language: the present situation and the prospect, p. 90-96. 4. S. J. F. Philpott: The cinema in relation to the mind of the child, p. 166-70. 5. Sir Rennell Rodd: The urgent and growing need of a knowledge of modern languages to-day, p. 173-82. 6. Alfred Zimmern: The development of the international mind, p. 209-14. 7. Henry A. Cole: Physical education in elementary, central, and secondary schools—a retrospect and a prospect, p. 242-52. 8. J. H. Whitehouse: Creative education, p. 253-60. 9. T. Grahame Bailey: Esperanto in the world to-day, p. 273-78. 10. Sir Robert Blair: A retrospect: the movements which have brought the national system of education to its present position, p. 306-17.
1264. **Adler, Alfred.** A doctor remakes education. *Survey*, 58: 490-95, September 1, 1927.  
 Application of psychology to child problems. Describes experiments in schools of Vienna, Austria.

1265. **Almada, Baldomera A.** The educational progress of Mexico. Pan Pacific progress, 7: 92, August 1927.
1266. **Arent, Emma.** The relation of the state to private education in Norway; a study of the historical development of state regulations governing the various types of private education in Norway. New York city, Bureau of publications, Teachers college, Columbia university, 1926. ix, 94 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 235)  
Bibliography: p. 92-94.
1267. **Cooper, Clayton Sedgwick.** Latin America—men and markets. Boston, New York [etc.] Ginn and company [1927] ix, 466 p. front., plates, map. 8°.   
This volume gives brief sketches of the history, geography, resources, characteristics of people, etc., of each of the Latin-American countries, including in most cases a concise account of the system of education.
1268. **Fremy, A.** The German vocational and continuation schools. Their post-war development, present status, and probable future. Industrial arts magazine, 16: 361-66, October 1927.  
Translation is by William George Bruce.
1267. **Hahn, Erich, ed.** Die pädagogik der gegenwart in selbstdarstellungen. Vol. 1: Stanislaus von Dunin-Borkowski, S. J., Georg Kerschensteiner, Rudolf Lehmann, Paul Oestreich, Wilhelm Rein. Vol. 2: Hans Blüher, Ludwig Gurliitt, August Lay, Rudolf Pannwitz, Oskar Pfister, Ernst von Sallwürk. Leipzig, F. Meiner, 1926-1927. 2 v. ports. 8°.
1270. **Hart, Joseph K.** Light from the north; the Danish folk high schools; their meanings for America. New York, H. Holt and company [1926] xxi, 159 p. 16°.
1271. **Hills, E. C.** Some educational movements in France. School and society, 26: 140-44, July 30, 1927.
1272. **Hoh, Gunsun.** Physical education in China. Shanghai, China, The Commercial press limited, 1926. 314 p. fold. plates. 12°.
1273. **Marraro, Howard B.** Nationalism in Italian education. New York, Italian digest & news service, inc., 1927. xxviii, 161 p. 12°.   
Bibliography: p. 149-61.
1274. **Saenz, Moises.** Integrating Mexico through education. Bulletin of the Pan American union, 61: 762-77, August 1927. illus.   
One of the lectures on the Harris foundation, 1926, published by the University of Chicago. press.
1275. **Smith, Henry Bompas, ed.** Education at work. Studies in contemporary education. Manchester, University press; London, New York, Longmans, Green & co., ltd., 1927. vii, 167 p. 12°.   
The studies comprising this book aim primarily at illustrating the recent progress and present condition of English education by descriptions of the work done in a few definite fields.
1276. ———. The nation's schools; their task and their importance. London, New York, [etc.] Longmans, Green and co. ltd., 1927. viii, 308 p. 12°.   
Deals primarily with conditions in England.

1277. Thompson, Donna F. Professional solidarity among the teachers of England. New York, Columbia university press; London, P. S. King & son, ltd., 1927. 338 p. 8°.

An outline of the history of the National union of teachers, accounting for its origin, describing its organisation and methods of work, and indicating something of its achievements.

1278. Whitcomb, Fred C. Technical education in Paris. Industrial education magazine, 29: 49-53, August 1927. illus.

### INTERNATIONAL ASPECTS OF EDUCATION

1279. Andrews, Fannie Fern. The teacher an agent of international good will. School and society, 26: 121-30, July 30, 1927.

Address before the Department of elementary school principals, Department of superintendence, National education association, Dallas, Texas, March 2, 1927.

1280. Lobingier, John Leslie. The curriculum and world-friendship. International journal of religious education, 4: 17-18, October 1927.

1281. Neumann, George Bradford. A study of international attitudes of high school students with special reference to those nearing completion of their high school courses. New York city, Bureau of publications, Teachers college, Columbia university, 1926. vi, 120 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 239)

Bibliography: p. 119-20.

### EDUCATIONAL THEORY AND PRACTICE

1282. Bellows, Mabel Hutchings. An experiment with an activity curriculum. Normal instructor and primary plans, 36: 29, 84-85, September 1927.

The principal of Kensington School, Grand Rapids, Mich., tells of an experiment that is being conducted by the teachers of that school.

1283. Bowden, A. O. The futility of fickle formulæ. Journal of education, 106: 131-34, August 22, 1927.

The writer discusses the dangerous tendency of carrying too far the educational formulæ, which are good in themselves, but when carried too far are harmful.

1284. Cultivating the creative in children. Childhood education, 4: 1-50, September 1927.

The entire number is devoted to this subject.

Contains: 1. Dorothy M. Pierce: Story telling—a creative expression, p. 3-7. 2. Lula E. Wright: Language—a creative expression, p. 8-11. 3. Rachel Whittier: Art—a creative expression, p. 15-20. 4. Corinne Brown: Dramatics—a creative expression, p. 21-26. 5. Margaret C. Seaver: Rhythm—a creative expression, p. 27-31.

1285. Curoe, Philip R. V. Principles of education. New York, Globe book company [1926] v, 160 p. 12°.

1286. Frasier, George Willard and Armentrout, Winfield D. An introduction to education. Rev. ed. Chicago, New York, Scott, Foresman and company, 1927. xv, 364 p. front., ports. 12°.

1287. Hocking, William Ernest. The arteries of education. Simmons college review, 9: 1-11, August 1927.

Commencement address, June 11, 1927.

The writer says that the arteries of education are conditions which must be added to all learning and skill to make an educated man. He discusses five of these arteries: (1) Work, well done; (2) Play, well played; (3) People, well met; (4) Reading, well chosen; and (5) Reverence as a habit.

- 1288. Holmes, Henry W.** Chaos or cosmos in American education. *Atlantic monthly*, 140: 493-503, October 1927.  
Says that education suffers in America from confusion of purposes. "For the most part our public enthusiasm for education has been uncritical, and the actual arrangement of subjects in our school programmes has been largely the result of tradition, harried here and there by the raw winds of pedagogical theory."
- 1289. Holmes, William H.** Educational ideals. *Journal of education*, 106: 139-40, August 22, 1927.  
Tells of some ways in which the teachers of Mount Vernon, N. Y., are helped toward expressing and developing their personalities. Supt. Holmes says that in the final analysis it is the personality of the individual classroom teacher that counts for the most in the educative process.
- 1290. Horne, Herman Harrell.** The philosophy of education, being the foundations of education in the related natural and mental sciences. Rev. ed., with special reference to the educational philosophy of Dr. John Dewey. New York, The Macmillan company; London, Macmillan & co., ltd., 1927. xvii, 329 p. 12°.
- 1291. Klemme, E. J.** Characteristics of an educated man. *Oregon teacher*, 32: 4-5, September 1927.  
Comments on the answer of President Nicholas Murray Butler, of Columbia university, to this question.
- 1292. Public school messenger, Board of education, St. Louis, Mo.** Vol. 25, nos. 1 and 2, September 1, 2, 1927. Supervision series, nos. 2 and 3.  
No. 2. The supervision of class room instruction, Part III. Case studies in good teaching, kindergarten and elementary grades, 117 p. No. 3. The supervision of class room instruction, Part III. Case studies in good teaching, intermediate and high school grades, 72 p.
- 1293. Reed, Anna Yeomans.** Human waste in education. New York, The Century co. [1927] xxix, 449 p. tables, diagrs. 8°. (The Century education series)  
Dr. Reed presents in this volume a large amount of pertinent statistical information, which she interprets with the purpose of finding, if possible, what steps may best be taken to improve the efficiency of our educational system and to reduce to a minimum the human waste in education.
- 1294. Schmalhausen, Samuel D.** Humanizing education. New York, The Macaulay company [1927] 343 p. 12°.
- 1295. Suzzallo, Henry.** A Declaration of Independence for public education. *Indiana teacher*, 72: 7-10, September 1927.  
Extracts from an address before the general session of the National education association at Seattle, Wash., July 4, 1927.
- 1296. Turnbull, G. H.** The educational theory of J. G. Fichte. A critical account, together with translations. The University press of Liverpool limited; London, Hodder and Stoughton limited, 1926. 283 p. 8°.  
One finds here a systematic account of Fichte's educational theory, an analysis of its biographical and historical setting, and a critical estimate of its value in Fichte's day and for all time, together with translations of his educational writings.

### EDUCATIONAL PSYCHOLOGY; CHILD STUDY

- 1297. Bruce, H. Addington.** Your growing child. A book of talks to parents on life's needs. New York and London, Funk & Wagnalls company, 1927. xii, 405 p. 8°.  
The purpose of this book is to acquaint parents in a practically helpful way, with findings of modern science that bear directly on successful child rearing.

1298. **Foster, Josephine C. and Anderson, John E.** . . . The young child and his parents; a study of one hundred cases. Minneapolis, Minn., University of Minnesota press, 1927. 190 p. 8°. (University of Minnesota. The institute of child welfare. Monograph series, no. 1.)
1299. **Greene, Elizabeth.** Results of five years' psychiatric work in New York city high schools. *Mental hygiene*, 11: 542-57, July 1927.
1300. **Morgan, John J. B. and Gilliland, A. B.** An introduction to psychology. New York, The Macmillan company, 1927. ix, 319 p. illus. 12°. This book was designed especially for the younger student. For that reason the authors have borne in mind the necessity for clearness. No disputed material is included. Only that side of psychology which, through experiment and observation, has a definite scientific basis for its various conclusions, is given.
1301. **Sachs, B.** The normal child and how to keep it normal in mind and morals. Suggestions for parents, teachers and physicians, with a consideration of the influence of psychoanalysis. New York, Paul B. Hoeber, inc., 1926. v. 111 p. 12°.
1302. **Symonds, Percival M.** Laws of learning. *Journal of educational psychology*, 18: 405-13, September 1927.  
"This paper presents a list of 23 descriptions of learning—generalizations which may be called laws of learning."
1303. **Wallin, J. E. Wallace.** Clinical and abnormal psychology. A textbook for educators, psychologists and mental hygiene workers. Boston, New York [etc.] Houghton Mifflin company [1927] xxii, 649 p. illus. 12°.
1304. **Ward, James.** Psychology applied to education; a series of lectures on the theory and practice of education, ed. by G. Dawes Hicks. Cambridge, At the University press, 1926. xliii, 188 p. 8°.
1305. **Wickes, Frances G.** The inner world of childhood. A study in analytical psychology. With an introduction by Carl G. Jung. New York and London, D. Appleton and company, 1927. xiv, 380 p. 8°.

### EDUCATIONAL SOCIOLOGY

1306. **Counts, George S.** The subject matter of the curriculum and sociology. *Journal of educational sociology*, 1: 11-17, September 1927.  
Discusses the question "What is the rôle which sociology should play in the attack upon the curriculum?"
1307. **Ellwood, Charles A.** What is educational sociology? *Journal of educational sociology*, 1: 25-30, September 1927.

### PSYCHOLOGICAL TESTS

1308. **Gesell, Arnold.** The measurement and prediction of mental growth. *Psychological review*, 34: 385-90, September 1927.
1309. **Grauer, David and Root, W. T.** The Thorndike intelligence tests and academic grades. *Journal of applied psychology*, 11: 297-318, August 1927.
1310. **Murchison, Carl.** Criminal intelligence. Worcester, Mass., Clark university, 1926. 291 p. 8°.
1311. **Rockwell, John G.** Genius and the I. Q. *Psychological review*, 34: 377-84, September 1927.  
The writer says that "a high I. Q. may be one of the necessary attributes of genius, but it is only one. There must be in addition that divine discontent . . . that somewhat native faith in the efficacy of human effort over and beyond the demands of one's job, that ability to take directions and maintain them enthusiastically, and many other things."

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1320. **Social science research council.** Annual report of the chairman, 1926. Chicago, Ill., 1927. 23 p. 8°. (Charles E. Merriam, chairman, University of Chicago, Chicago, Ill.)

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5. Clara Schmitt: The function of the psychological clinic in the public school. p. 28-32. 6. G. M. Ruch: Needed reforms in school examinations, p. 33-36. 7. C. C. Crawford: Of what value are true-false tests to the classroom teacher? p. 37-39. 8. Alfred S. Lewerenz: Scientific measurement in the realm of art. p. 43-48. 9. Willis W. Clark: Differences in accomplishment in schools of varying average I. Q., p. 53-56.

1322. Symonds, Percival M. Needed research in the field of measurement in secondary education. *Journal of educational research*, 16: 119-26, September 1927.

1323. Whipple, Guy M. The improvement of educational research. *School and society*, 26: 249-59, August 27, 1927.

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1324. Gosling, Thomas W. The discovery and the treatment of individual differences in junior high school pupils. *North central association quarterly*, 2: 173-93, September 1927.

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1325. Lincoln, Edward Andrews. Sex differences in the growth of American school children. Baltimore, Warwick & York, inc., 1927. xii, 189 p. tables. 12°.

The author finds from his study that there are no significant sex differences in general intelligence as measured by either group or individual examinations, except a somewhat greater tendency of the boys to make higher scores than the girls in the upper ranges of the group tests. In school accomplishment tests the girls show a generally higher achievement in all subjects with the exception of history, and possibly of arithmetical reasoning. An analysis of the data available leads to the conclusion that neither sex may be called more variable than the other.

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1336. Hardy, Marjorie. Reading: seeing its end in its beginning. American childhood, 13: 23-25, 61, September 1927.
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1891. Phillips, LeRoy and Johnson, Theodore, eds. *Types of modern dramatic composition; an anthology of one-act plays for schools and colleges, with an introductory essay on The one-act play, by George Pierce Baker*. Boston, New York [etc.] Ginn and company [1927] xiv, 418 p. 12°. The authors have included twenty one-act plays in this anthology, the basis of selection having been the author's integrity as an artist, his skill in dramatic craftsmanship, and the fitness of the play for the classroom.
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A paper read at the Catholic educational association meeting, June 28, 1927.
1434. Ford, Willard Stanley. Some administrative problems of the high school cafeteria. New York city, Bureau of publications, Teachers college, Columbia university, 1926. vii, 147 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 238)
1435. Grizzell, E. D. The accrediting of secondary schools in the Middle states and Maryland. School review, 35: 496-502, September 1927.  
Discusses the standards for secondary schools: 1. Organization and administration; 2. Preparation of teachers; 3. Teaching load; 4. Program of studies; and 5. Physical equipment.
1436. Harrison, Ethelyn Conway. A defense of the American high school. School and society, 26: 270-72, August 27, 1927.
1437. Indiana. Department of public instruction. Indiana high school standards. . . . Indianapolis, Wm. B. Burford, 1926. 52 p. 8°. (Bulletin no. 44B, December 1926)
1438. Jones, William E. Legal status of high-school fraternities. American school board journal, 75: 53, 156, July 1927.



1439. Judd, Charles Hubbard. Psychology of secondary education. Boston, New York [etc.] Ginn and company [1927] xiv, 545 p. 12°.

This book has been written to take the place of the author's "Psychology of high-school subjects," which was published in 1916. "The title of the present book is intended to indicate that the scope of the treatment undertaken is broader than is the scope of the earlier book. The heart of this book is an analysis of the mental processes which pupils exhibit in studying particular high-school subjects, but new general material has been incorporated which aims to extend the discussion to all phases of secondary education."

1440. Kandel, I. L. Standards of achievement in European and American secondary schools. *School and society*, 26: 217-20, August 20, 1927.

1441. Long, F. E.; Griggs, M. C. and Douglass, S. A. Advisory groups in large high schools. *School review*, 35: 584-87, September 1927. tables.

Presents the question of the "home-room" or "roll-room" system.

1442. National education association. Commission on the reorganization of secondary education. Subcommittee report. *High school quarterly*, 16: 206-48, July-October 1927.

Six articles are included in the above report, which were prepared by a subcommittee of the National education association commission on the reorganization of secondary education, on the following subjects: Efficient administration and its relation to scientific methods; The supervision of teaching in junior and senior high school; Administration machinery for secondary education; The social organization and internal government of the high school; The high school principal; The high school as a community center.

1443. Rufi, John. The small high school. New York city, Bureau of publications, Teachers college, Columbia university, 1926. ix, 145 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 236)

Bibliography: p. 142-45.

1444. Studies of secondary school graduates in their mastery of certain fundamental processes; by Frank C. Touton, Karl K. Hellman, and Esther Jeffery Terry. Los Angeles, University of Southern California, 1927. 56 p. tables, diagrs. 8°. (University of Southern California studies, second series, no. 1)

Contains: Part I, Achievements of California high-school seniors in reading comprehension, vocabulary, and spelling. Part II, A diagnostic study of certain mathematical abilities of a selected group of college entrants.

1445. Symonds, Percival M. Measurement in secondary education. New York. The Macmillan company, 1927. xvii, 568 p. tables, diagrs. 8°.

This book takes a middle ground between those who are interested in the development of the infernal new-type examination, and those interested in the development of standardized tests. Its thesis is that a truly scientific use of measurements in the high school awaits the development of standardized tests in the high school subjects.

1446. Virginia. University. Secondary education in Virginia. University, University extension division, University of Virginia, 1927. 547-664 p. 8°. (University of Virginia record. Extension series, vol. XI, no. 10. April 1927)

Contains: 1. C. J. M. Blume: A survey of methods by which English instruction may be adjusted to the individual differences of high school pupils, p. 547-83. 2. Mrs. Robert F. Estes: The functions of the school library in the socialized recitation, p. 584-609. 3. Ruby B. Marshall: The adviser of girls in secondary schools, p. 610-37. 4. W. M. Thornton: Modern tendencies in secondary education, p. 648-57.

1447. **Waples, Douglas.** Problems in classroom method. A manual of case analysis for high-school supervisors and teachers in service. New York, The Macmillan company, 1927. xxii, 609 p. 12°. Bibliographies: p. 587-91.

#### JUNIOR HIGH SCHOOLS

1448. **Cox, Philip W. L.** Behavior-adjustments and the junior high school curriculum. *Journal of educational sociology*, 1: 37-48, September 1927.
1449. **Howell, Clarence E.** Entrance to junior high school. *American educational digest*, 46: 486-88, July 1927.  
Discusses the junior high school as an institution, basis of admission, try-out period, why children leave home and school, mistakes of school officials, importance of individual coaching, and nature of the child.
1450. **Koos, Leonard V.** The junior high school; with an introduction by Henry Suzzallo. Enlarged edition. Boston, New York [etc.] Ginn and company [1927] xiv, 506 p. front., tables, diagrs. 12°. The rapid growth of the junior high school movement during the past six years has added so much to experience and knowledge in the field that the author has been impelled to prepare this new edition of his book, which is more of an enlargement than a revision.
1451. **Landsittel, F. C.** The junior high school under the influence of college entrance requirements. *North central association quarterly*, 2: 156-65, September 1927.
1452. **Lemmer, John A.** The junior high school. *Catholic school interests*, 6: 187-90, July 1927.  
A paper read at the Catholic educational convention, June 29, 1927. The aims and some of the problems of the junior high school.
1453. **Moore, Clyde B.** Junior high school citizens. *Elementary school journal*, 28: 30-38, September 1927.  
A discussion of "good, constructive citizenship" for the schools.
1454. **Powers, J. Orin.** The junior high school. A study of instructional results in a typical city system. Minneapolis, University of Minnesota press, 1927. xii, 125 p. 8°. The object of this study was to secure a measure of the relative achievement in academic subjects of nonjunior and junior high school pupils in Minneapolis, and to secure an evaluation of certain factors of reorganization in junior high schools as related to the peculiar function of securing better scholarship in academic subjects.
1455. **Rich, Frank M.** Does the junior high school function? *New Jersey journal of education*, 17: 5-6, September 1927.  
An answer to arguments offered against this type of high school organization.
1456. **Ryan, Heber Hinds and Crecelius, Philippine.** Ability grouping in the junior high school. New York, Harcourt, Brace and company [1927] xiii, 223 p. front., tables, diagrs. 12°. According to Prof. James M. Glass, in his introduction to this volume, the authors have interpreted the administrative procedure of ability grouping in terms of its educational philosophy and have evaluated its outcomes in terms of pupil training. They consider ability grouping as a prerequisite condition to the full functioning of curriculum and classroom organization and administration.

## TEACHER TRAINING

1457. National society of college teachers of education. Studies in education. Yearbook XV . . . Chicago, Ill., University of Chicago press, 1927. 206 p. 8°.

Contains: 1. M. E. Haggerty: Specialised curricula in teacher-training, p. 3-25. 2. W. S. Monroe: The undergraduate curriculum in education, p. 26-34. 3. J. F. Hsieh: College courses for elementary school principals, p. 38-44. 4. W. C. Ruediger: The academic major in schools of education compared with the major in liberal arts colleges, p. 50-55. 5. C. H. Judd: Needed research in elementary education, p. 56-65. 6. T. H. Briggs: Needed research in secondary education, p. 66-73. 7. F. J. Kelly: Needed research in higher education, p. 74-84. 8. S. A. Curtis: The development of ability in research, p. 85-93. 9. F. H. Swift: Apportionment of State school funds, p. 95-103. 10. G. M. Ruch: Investigations of tests and examinations in the social studies, p. 108-19. 11. E. D. Grizzell: Training teachers to utilize community resources as curriculum material, p. 120-27. 12. Carter Alexander: A transplanted American educational administration: the Philippine school system, p. 128-45. 13. G. D. Strayer: Job analysis and the problem attack in the training of superintendents of schools, p. 146-54. 14. Clifford Woody: The evaluation of two methods of teaching spelling, p. 155-71. 15. Agnes L. Rogers: A study of the causes of elimination in a college of liberal arts for women, p. 172-90.

1458. Brandenburg, G. C. and Remmers, H. H. Rating scales for instructors. Educational administration and supervision, 13: 390-406, September 1927. diagra.

1459. Burr, A. W. Teaching the teachers. Journal of education, 106: 79-81, July 25, 1927.

Deals with four ways of exploring the content of a learner's mind about a lesson and how these four ways of association should be taught in summer school to a class of teachers.

1460. Giles, J. T. What is good teaching? Wisconsin journal of education, 59: 7-9, September 1927.

An opinion by the State high school inspector.

1461. Hamrin, S. A. A comparative study of ratings of teachers-in-training and teachers-in-service. Elementary school journal, 28: 39-44, September 1927.

Rating sheets are given in outline.

1462. Herd, Edmund J. M. The teacher rating scale. Industrial education magazine, 29: 18-20, July 1927.

Gives two scales for the rating of teachers.

1463. Ludeman, W. W. Flexible requirements in practice teaching. Peabody journal of education, 5: 18-21, July 1927.

Discusses two questions: (1) How much practice teaching time should students put in? (2) Should all apprentice teachers have the same amount of practice?

1464. Lyles, Victoria. Guiding and measuring instruction. Oklahoma teacher, 9: 7-9, September 1927.

The score card is given, and the criteria used in weighing each item on the score card.

1465. McGinnis, Howard J. Outstanding State teachers colleges. Reprinted from the Peabody journal of education, vol. 5, no. 2, September 1927, p. [99]-101.

The 25 schools named in this list were selected as the most outstanding by 38 leaders in education, most of whom are said to be nationally known and all of whom have demonstrated a comprehensive knowledge of state teacher-training institutions.

- 1466. Morrison, J. Cayce.** Professional leadership through the teachers' conference. *New York state education*, 15: 47-52, September 1927.  
The teachers' conferences "have their roots in the older teachers' institutes."
- 1467. Morrison, Robert H.** Factors causing failure in teaching. *Journal of educational research*, 16: 98-105, September 1927. tables.  
The writer uses the standard of the ability to hold a position as the standard of success in his study.
- 1468. Payne, E. George.** Sociological basis of the normal school curriculum. *Journal of educational sociology*, 1: 1-10, September 1927.
- 1469. Smith, James Monroe.** The training of high school teachers in Louisiana. New York city, Bureau of publications, Teachers college, Columbia university, 1926. ix, 101 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 247)  
Bibliography: p. 100-101.
- 1470. Wallace, B. Holmes.** More and better preparation for elementary teachers. *School and society*, 26: 111-14, July 23, 1927.  
The writer thinks the time has come when every state in the Union should endeavor to make two years of training beyond graduation from high school the minimum requirement for the certification of its elementary teachers, and furthermore should look forward to making three years' training beyond high school the requirement in the not distant future.

#### TEACHERS' SALARIES AND PROFESSIONAL STATUS

- 1471. Cincinnati, O.** Board of education. Report of the committee on the study of salaries in the Cincinnati public schools. May 24, 1926. Cincinnati, Ohio, Board of education, 1926. 59 p. 19 charts. 8°.
- 1472. Diamond, Thomas.** A study of the teachers of industrial arts and industrial education in the State of Michigan. [Ann Arbor, Mich.] School of education, University of Michigan, 1927. 52 p. 8°. (University of Michigan. School of education. Vocational education department. Special studies no. 3, June 1927)
- 1473. Kelley, J. Herbert.** The teacher and the legislature. *School and society*, 26: 191-95, August 13, 1927.  
Address delivered July 5, 1927, at the annual convention of the National education association, at Seattle, Wash.  
The purpose of this article is to analyze the right and wrong ways for teachers to work with legislatures, and to outline a method of securing legislation worthy of approval.
- 1474. Massachusetts.** Department of education. Salaries of teachers in the public day schools of Massachusetts, 1926. [Boston, Department of education, 1926] 45 p. 8°. (Bulletin, 1926, no. 5, whole no., 170)
- 1475. National education association.** Research division. The scheduling of teachers' salaries. Washington, D. C., National education association, 1927. 130-92 p. 8°. (Research bulletin of the National education association, vol. 5, no. 3, May 1927)
- 1476. Withington, Robert.** Of the joys of teaching. *Harvard graduates' magazine*, 36: 32-35, September 1927.

## HIGHER EDUCATION

1477. American association of collegiate registrars. Proceedings of the fifteenth national convention, Atlanta, April 12, 13, and 14, 1927. Baltimore, The Johns Hopkins press, 1927. 186 p. 8°. (Bulletin of the American association of collegiate registrars, new ser., vol. 3, no. 1, July 1927)

Contains: 1. Joseph D. Elliff: The junior-senior high school and college entrance requirements, p. 23-37. 2. J. R. Sage: Freshman mortality, p. 40-48. 3. Frank M. Phillips: An application of statistical methods in educational research, p. 53-67. 4. Alan Bright: A study of the college catalog, p. 75-80. 5. Floyd W. Reeves: Standards for accrediting colleges, p. 94-117. 6. Thomas J. Woolfer: Education moves ahead, p. 143-50.

1478. Associated Harvard clubs. Proceedings at the twenty-ninth meeting, Memphis, Tenn., April 21-23, 1927. 91 p. 8°. (Supplement to the Harvard alumni bulletin, vol. XXX, no. 1, September 29, 1927)

1479. Association of governing boards of State universities and allied institutions. Proceedings . . . Madison, Wis., November 11-13, 1926. 115 p. 8°. (D. W. Springer, secretary, 736 Woodward Building, Washington, D. C.)

Contains: 1. J. W. Kerr: The university in relation to the public health, p. 21-27; Discussion, p. 27-33. 2. Alma W. Paterson: Competition among universities for professors, p. 34-35; Discussion, p. 35-39. 3. Lois K. M. Rosenberry: The dean of women—her qualifications and her duties, p. 40-48. 4. David E. Ross: The governing board in relation to the legislature, p. 49-50; Discussion, p. 51-54. 5. Thomas H. Allen: Control of athletics, p. 55-58. 6. Donald L. Halverson: Dormitories and commons, p. 59-62. 7. Lucius L. Hubbard: Organization of libraries and department libraries, p. 63-69. 8. Charles F. Ward: Housing and supervision of freshmen, p. 70-72. 9. Alvin Waggoner: Relation of the Federal government to higher education, p. 73-76; Discussion, p. 76-84. 10. D. W. Springer: Suggested changes in the organization of American universities, p. 85-98; Discussion, p. 99-102.

1480. National association of state universities in the United States of America. Transactions and proceedings . . . presented at the regular annual meeting, held in Washington, D. C., November 15 and 16, 1926. Vol. 24, 1926, Pts. I-II. 2 vols. 8°. (Harry W. Chase, secretary-treasurer, University of North Carolina, Chapel Hill, N. C.)

Contains: Pt. I. W. A. Jessup: Some aspects of university administration, p. 13-24. 2. George Norlin: The liberal college, p. 24-35. 3. Stratton D. Brooks: Limiting enrollment, especially in the larger institutions, p. 35-39. 4. W. A. Jessup: The problem of the separated state university and the separated land-grant college in the same state, p. 39-46; Discussion, p. 46-56. Pt. II. A study of recent standardizing activities of certain associations affecting university organization and curricula, 116 p.

1481. Angell, James Rowland. The over-population of the college. Harpers magazine, 155: 520-38, October 1927.

Says that the colleges will secure no enduring relief from their existing embarrassments until the present loose standards of educational accomplishment, which would not be tolerated for a moment in commerce or industry, or even in college athletics, are replaced by rigorous ideals of solid achievement based on the prolonged intensive training of genuine ability.

1482. Awards for research at the University of California. Science, 66: 262-65, September 16, 1927.

In this list the names of the members of the faculty and the subjects in which the research is to be made, are given for the year 1927-1928. The awards are given for carrying on scholarly and scientific research.

1483. Birdwell, A. W. Appraising the work of a college. *Peabody journal of education*, 5: 81-85, September 1927.
1484. Book, William F. How well college students can read. *School and society*, 26: 242-48, August 20, 1927.  
Discusses the deficiencies found among college students in ability to read and the need for special remedial instruction.
1485. Dean, Arthur Lyman. Historical sketch of the University of Hawaii; the commencement address delivered on June 7, 1926, at the University of Hawaii. [Honolulu] The University of Hawaii, 1927. 19 p. port., illus. 8°.
1486. Dickey, George L. Certain home conditions as a factor in the success or failure of college students. *Texas outlook*, 11: 12-13, September 1927. diags.  
"The chief usefulness of these facts is in teaching parents that the main reasons their sons and daughters do not survive in college competition are found at home, and not with the students and the college."—Author.
1487. Gildersleeve, Virginia C. Foreign light on American education. *Educational record*, 8: 202-209, July 1927.  
The writer says that European education produces, in the scholarly field at least, far more leaders of absolutely first rank than does American education. She discusses some of the shortcomings of American higher education.
1488. Glaze, Francis Warner. The American university—a criticism. *General magazine and historical chronicle*, 29: 498-500, July 1927.  
Discusses the criticisms made by Prof. Ernst Cohen of the University of Utrecht, The Netherlands, in his address before the American Chemical Society, last September. Prof. Cohen said that our university students are babied too much, have little initiative and are told everything in lectures. He thinks that many universities are suffering from too much in-breeding.
1489. Glicksman, H. Why students fall in college. *North central association quarterly*, 2: 146-55, September 1927.
1490. Goodnow, Frank J. [President Goodnow's address on various changes in the educational administration of Johns Hopkins university] *Johns Hopkins alumni magazine*, 15: 374-81, June 1927.
1491. Hachtel, Edward. Where education and industry cooperate to make men. *Forbes*, 20: 12-14, 43, August 1, 1927. illus.  
Antioch's "work and study" courses give students practical experience in their chosen vocations; Institute described as "the bridge from the past with its cripples, to the future with its perfect men and women"; 600 students employed by 160 firms in fifteen states.
1492. Hanna, A. J. Education for the student. *Independent*, 119: 249-50, September 10, 1927.  
An explanation of the revolutionary experiments in the field of higher education at Rollins college, Florida, by the recently elected president, Hamilton Holt, a former editor of the *Independent*.
1493. A Harvard freshman's diary in 1827-28. *Harvard alumni bulletin*, 30: 7-11, September 29, 1927.  
The diary of Frederick West Holland, of the class of 1831, kept during his freshman year just 100 years ago.  
To be continued.
1494. Hatch, Louis C. The history of Bowdoin college. Portland, Me., Loring, Short & Harmon, 1927. xii, 500 p. front. (port.) plates. 8°.

1495. **Haycraft, Frank W.** The degrees and hoods of the world's universities & colleges. 3d ed. London and Cheshunt, The Cheshunt press, limited, 1927. viii, 101 p. plates. 8°.
1496. **Herrick, Cheesman A.** History of Girard college. Philadelphia, Girard college, 1927. xi, 390 p. plates. 8°.  
Contains chapters devoted to the early plans for Girard college, grounds and buildings, religious education, vocational education, health service, etc.
1497. **Holt, Hamilton.** Ideals for the development of Rollins college. School and society, 26: 153-56, August 6, 1927.  
Sets forth plans for making Rollins college, Winter Park, Fla., an ideal small college, with enrollment limited to 700 students.
1498. **Johnston, J. B.** The junior and senior colleges in a college of liberal arts. School and society, 26: 302-307, September 3, 1927.  
A statement of the different objectives in the junior and the senior college is here given.
1499. **Jones, Edward S.** Testing and training the inferior freshman. Published under the direction of the Committee on publications, on the Roswell Park publication fund. Buffalo, The University [1927] p. 79-89. tables. 8°. (The University of Buffalo studies, vol. 5, no. 3, April 1927)  
Describes an experiment in improving the scholarship of naturally weak students, and attempts to show that "a great deal can be done for the 'poor risks' from our high schools who attempt to enter college."
1500. **Koos, Leonard Vincent.** The common obligation of high school and college. Oberlin alumni magazine, 23: 13-16, July 1927.  
The writer shows first that the problems of the first two years of college are similar to the problems of the last two years of high school. He thinks that these problems common to each should be studied cooperatively in an effort toward their solution.
1501. **Lemon, Allan Clark.** An experimental study of guidance and placement of freshmen in the lowest decile of the Iowa qualifying examination, 1925. Iowa City, The University [1927] 135 p. 8°. (University of Iowa studies in education, vol. III, no. 8)  
On cover: University of Iowa studies. 1st ser., no. 124, February 1, 1927.
1502. **Lingelbach, William E.** Universities and progress. Pennsylvania gazette, 25: 789-92, July 1, 1927.  
A discussion of the influence of education upon the advancement of the human race.
1503. **McVey, Frank L.** College standards discussed. American educational digest, 47: 27-28, 30, September 1927.  
A brief summary of the subjects discussed at the Institute for administrative officers of institutions of higher education, recently held at the University of Chicago, including who should go to college, freshmen week and orientation courses, coordination of the senior college with graduates and professional schools, improvement of college teaching, standards in higher education, etc.
1504. **Miller, E. L.** The success of freshmen in college. North central association quarterly, 2: 140-45, September 1927.  
A study based on a questionnaire sent out by the Committee on special studies of the North central association, with tables of results given.
1505. **Miner, J. B.** Scholarship and intelligence. Relationships for the same groups throughout the college course. Personnel journal, 6: 113-18, August 1927. tables.

1506. **Presbyterian college, Clinton, S. C.** Survey commission. Report of the Survey commission of the Presbyterian college of South Carolina, Clinton, South Carolina. Clinton, S. C., Presbyterian college of South Carolina, 1927. 146 p. 8°. (Quarterly bulletin, vol. XXV, no. 2)
1507. **Reeves, James A. W.** The survey course, its needs, significance, and limits. *Catholic school journal*, 27: 161-62, 186, September 1927.  
Discusses the field of college administration.
1508. **Research adventures in university teaching.** Eighteen investigations regarding college and university problems; by Sidney L. Pressey, Luella Cole Pressey, Dean A. Worcester, O. Robert Chambers, Jessie Ferguson, H. J. Arnold, John A. Seaton, Helen Corbett Martin. Bloomington, Ill., Public school publishing company [1927] vi, 152 p. tables. 8°.  
The problems investigated deal with study, curricular adjustment, emotional and characterological development, previous preparation, and teaching.
1509. **Rogers, David Camp.** Scholastic aptitude at Smith College. *Smith alumnae quarterly*, 18: 416-18, July 1927.  
In this paper Professor Rogers suggests various correlations between academic grades and the intelligence tests given at Smith to college freshmen. The tests show that the students who meet the requirements for admission to college at early ages are, in the average, brighter than those who enter later and they do better college work.
1510. **Stewart, Joseph S., ed.** Record of students entering Georgia colleges and normal schools, 1926-1927. Athens, Ga., University of Georgia, 1927. 52 p. 8°. (Bulletin of the University of Georgia, vol. XXVII, no. 10, August 1927)
1511. **Stewart, Joseph S. and Pound, E. A.** The university accrediting system. Athens, Ga., University of Georgia, 1927. 16 p. 8°. (Bulletin of the University of Georgia, vol. XXVII, no. 9, August 1927)
1512. **Thompson, Clem O. and Russell, Dale.** Some factors affecting the scholastic success of teachers college freshmen. [Muncie, Ind., 1927] cover-title, 32 p. incl. tables, diagrs. 8°. (Indiana. State normal school. The Ball teachers college, Muncie, Ind. [Bulletin] vol. ii, no. 4, July 1927)
1513. **Two notable experiments in college education.** *School*, 39: 30-31, September 8, 1927.  
Describes the experimental college of the University of Wisconsin, and the North Carolina state university experiment in the college of liberal arts.
1514. **U. S. Bureau of education.** Survey of Rutgers university. Directed by Arthur Jay Klein. New Brunswick, N. J., 1927. 258 p. 8°.
1515. **Waples, Douglas.** The definition of teaching problems on the college level. *Educational administration and supervision*, 13: 391-98, September 1927.  
Paper read at the Philadelphia meeting of the American association for the advancement of science, Section Q, College instruction, December 30, 1926.
1516. **Weidemann, Charles C. and Wood, Ben D.** Survey of college examinations. New York city, Bureau of publications, Teachers college, Columbia university, 1926. 30 p. 8°.



1517. Williams, Henry G. The place of the college-trained man. Ohio teacher, 48: 11-18, September 1927.  
 Abstract of an address delivered by President Williams, on "Education day" at the yearly meeting of Friends, Wilmington, Ohio, August 20, 1927.
1518. Wilson, M. O. Interests of college students. American journal of psychology, 38: 400-17, July 1927.
1519. Witty, Paul A. and Lehman, Harvey C. Teaching the college student "how to study." Education, 47: 47-56, September 1927.

#### JUNIOR COLLEGES

1520. American association of junior colleges. Seventh annual meeting . . . Jackson, Miss., November 29-30, 1926. 84 p. 8°. (Doak S. Campbell, secretary-treasurer, Conway, Ark.)  
 Contains: 1. O. A. Shaw: The junior college movement in Mississippi, p. 1-6. 2. Marlon Coats: A new type of college work, p. 7-9. 3. Peyton Jacob: The reconstructed junior college, p. 9-15. 4. T. B. Eason: Articulation of junior colleges in Virginia with the schools above and below, p. 15-19. 5. N. W. Walker: The significance of the junior college movement, p. 28-31. 6. Clay N. McAllister: What are the present standards for junior colleges? p. 33-35. 7. Milton H. Knudsen: Leadership institutes, p. 42-48. 8. William M. Green: Sustaining scholarship standards, p. 49-52. 9. Floyd M. Reeves: The cost of education in an effective junior college, p. 52-59. 10. J. Thomas Davis: Adolescence and the junior college, p. 63-67. 11. Edward C. Elliott: Some problems in education, p. 70-75.
1521. Templin, Lucinda de Leftwich. Need of a higher code of ethics in administering junior colleges. Educational review, 74: 94-98, September 1927.  
 "A study of a movement which is coming into a formidable attack from various sources."

#### FEDERAL GOVERNMENT AND EDUCATION

1522. Montavon, William F. Federal education and the Constitution. National Catholic welfare conference bulletin, 9: 7, September 1927.  
 The bill for a Department of education "has appeared in Congress under various names during the past several sessions and has been vigorously opposed by the National Catholic welfare conference."

#### SCHOOL ADMINISTRATION

1523. National league of compulsory education officials. Proceedings sixteenth annual convention . . . Nashville, Tenn., October 25-28, 1926. 94 p. 8°. (George L. Harding, secretary, Akron, Ohio.)  
 Contains: 1. Wm. L. Bodine: Attendance—the ace of school welfare, p. 8-12. 2. W. P. Douglass: The adolescent grown-ups, p. 30-33. 3. Kestiah Stright: Attendance in a work-study-play school, p. 35-38. 4. Johanna Gregg: The woman truant officer—the universal mother of child welfare, p. 44-47. 5. Henry J. Gideon: How shall the number of attendance officers in the community be determined and how selected? p. 47-50. 6. Frank M. Phillips: The doctrine of a fair chance, p. 50-52. 7. Austin Finley: Some problems of youth in child adjustment, p. 52-56. 8. John B. Quinn: Compulsory education in relation to national welfare, p. 57-63. 9. George L. Harding: The best transfer system, p. 64-71.
1524. Baschab, Rev. Charles B. The State and education. Columbus, Ohio, National Catholic educational association, 1927. 14 p. 8°. (National Catholic educational association bulletin, vol. 23, no. 4, August 1927)

1525. Counts, George S. The social composition of boards of education; a study in the social control of public education. Chicago, Ill., The University of Chicago, 1927. ix, 100 p. tables. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, no. 33, July 1927)
- Data collected from a large number of public boards of education in the United States—district, county, city, State, college and university—are interpreted in this monograph. The study shows that the representation of labor is very small in the city and State boards, and altogether nonexistent in college and university boards. The writer suggests adoption of a plan by which all classes in the community may be given a voice in school management.
1526. Engelhardt, N. L. and Engelhardt, Fred. Public school business administration. New York, Bureau of publications, Teachers college, Columbia university, 1927. xiv, 1068 p. 8°.
1527. Garlin, R. E. Giving publicity to city school surveys. School and society, 26: 277-80, August 27, 1927.
- Gives the results of a questionnaire sent to cities where surveys of school systems have been made, in order to ascertain the methods used to inform the public of the findings of the survey committees.
1528. Grill, G. W. School business official an educator. American educational digest, 46: 489-90, July 1927.
- Says relation between superintendent and business manager is co-operative; the business manager is an educator first, also an interpreter of expenditures.
1529. Hamtramck, Mich. Board of education, Housing the children. A community project. Hamtramck, Board of education, 1926. 123 p. illus. 8°. (Hamtramck public schools. Research series, no. 1)
- A survey of the housing conditions and school plant needs of Hamtramck, Mich.
1530. ——— The public school code of the Hamtramck, Michigan, public schools. Hamtramck, Board of education, 1927. 269 p. 8°. (Hamtramck public schools. Research series, no. 2)
- This study is divided into two parts: part I contains a series of chapters expressing the policies of the Board of Education; part II contains the means of procedure whereby these policies may be made effective.
1531. Iowa State teachers' association. A uniform child accounting system for the State of Iowa. Preliminary report of the Committee on child accounting submitted to the Educational council of the Iowa State teachers' association, 1927. Des Moines, Iowa State teachers' association, 1927. 54 p. diagrs. tables. 8°.
- Mr. Harry A. Greene was chairman of the committee.
1532. Knowles, Rita. Woman's service on the board of education. American school board journal, 75: 44, 154, July 1927.
- An address before the National association of public school business officials, Philadelphia, May 20, 1927.
1533. Richardson, E. S. More efficient administrative school machinery. American school board journal, 75: 41-43, September 1927.
- A paper read at the conference of schoolmen at A. & M. college, College Station, Texas, July, 1927.
1534. Schrammel, Henry E. The organization of state departments of education. Columbus, O., The Ohio state university press [1926] xii, 171 p. 8°. (Ohio state university studies. Bureau of educational research monographs, no. 6)
- Bibliography: p. 169-171.

1535. Simpson, Lucie. Where state education fails. London, G. Routledge & sons, ltd., 1927. xv, 192 p. 12°.
1536. Spencer, Carlton E. The legal aspects of the nonresident tuition fee. Oregon law review, 6: 332-55, June 1927.

In conclusion, the author says that "the purpose of this article has been to suggest the extent to which the courts might be relied upon to sustain rules designed to restrict the immigration of students."

1537. Trusler, Harry Raymond. Essentials of school law. Milwaukee, Wis., The Bruce publishing company [1927] xiv, 478 p. 8°.

Designed as a systematic treatment for school officials and teachers, of those questions of law which present themselves most frequently in their professional work. It also aims to serve as the basis of instruction in school law in normal schools and teachers colleges, and as a general work of legal reference.

#### EDUCATIONAL FINANCE

1538. Jansen, George C. Public financial reports: an appeal. Sierra educational news [23]: 17-22, August 1927.

Discusses the fairness of school reports, especially, showing in what way the returns may not show the exact expenditures for education.

1539. Norton, John K. The ability and effort of the states to support education. Journal of educational research, 16: 88-97, September 1927. diagr.

1540. Smith, Harry P., comp. Financing education in Lawrence; a financial report for Lawrence, Kansas. [Lawrence? Kana.], 1927. 31 p. incl. tables, diagr. 8°.

1541. Tupper, C. R. School bonds and bonding methods. American school board journal, 75: 65-67, 154, 156, September 1927.

A discussion based on the bonded school debt of Arizona.

1542. Vandegrift, Roland A. Are we spending too much for government? IV. Expenditures for public education. National municipal review, 16: 526-35, August 1927.

The author is director of research, California taxpayers' association, Los Angeles, Calif. He analyzes the present situation and concludes that public education is costing too much—not that it is, as yet, consuming a dangerously large amount of our total income, but it can be secured for less by eliminating waste in money, time, and energy.

#### SCHOOL MANAGEMENT

1543. Bolton, Frederick E. Do teachers' marks vary as much as supposed? Education, 48: 23-39, September 1927. tables.

1544. Chicago principals' club. First year book, June, 1926. Chicago, The Chicago principals' club, 1926. 80 p. 8°.

This booklet is the result of a year's intensive study of failures.

1545. ———. Second yearbook. A cooperative report of studies of the curriculum and of supervision, ed. by the Education committee. Chicago, The Chicago principals' club, 1927. 151 p. 8°.

This yearbook brings together the results of an extensive co-operative study of the materials for teaching reading in Grade IV, and the reports of a number of experiments in supervision in the elementary and high schools.

1546. Elmer, Maud V. The supervisor's day at the school. Journal of educational method, 7: 11-16, September-October 1927.

- 1547. Engelhardt, Fred.** Principles governing management and accounting for the school plant. *American school board journal*, 75: 41-43, 153-54, July 1927; 51-52, September 1927. illus. tables.
- 1548. Klopp, W. J.** A study of the professional activities of elementary-school principals. I. *Elementary school journal*, 28: 54-61, September 1927. tables.  
To be concluded.
- 1549. Merry, Blanche.** Keeping the school records. Questions and answers. Indianapolis, Wm. B. Burford, 1926. 10 p. 8° (Indiana. Department of public instruction. Bulletin, no. 86)
- 1550. Mitchell, C. C.** School marks--some broad criticisms. *Texas outlook*, 11: 44-45, August 1927.
- 1551. Morrison, J. Cayce.** Some unsolved problems of the school principalship. *Educational review*, 74: 89-93, September 1927.  
A "point-by-point analysis" is given by the writer, which is "searching, unemotional, and as necessary as the diagnosis which a sick man ought to have."
- 1552. National education association.** Department of classroom teachers. The second yearbook of the Department of classroom teachers, July 1927. Washington, Department of classroom teachers of the National education association, 1927. 248 p. 8°.  
Subject: The child and his teacher.  
Contains: 1. C. M. Wilson: The child as the center, p. 11-14. 2. Elizabeth M. Collins: Adapting the arithmetic of grades 1 and 2 to the interests and needs of children, p. 41-51. 3. Ella M. Biggs: History and citizenship, p. 55-72. 4. History of ability grouping in Atchison, Kansas, 1920-1922, p. 148-62. 5. F. L. Whitney: The relation of class size to school efficiency in the primary school, p. 163-79. 6. Worth McClure: Cooperative improvement in arithmetic, p. 179-91. 7. Vida Hammond: Report of the committee on publications of local classroom teachers' organizations, p. 222-38. 8. Edith B. Joynes: Report of the committee of a study of classroom difficulties, p. 241-46.
- 1553. Philadelphia.** Board of public education. Division of educational research and results. Analysis of promotion rates, including subject promotions in junior high schools, term ending January 31, 1927. 51 p. tables, diagrs. 8°. (Bulletin no. 44, May, 1927)  
A study of the situation in Philadelphia regarding the advancement of pupils from grade to grade.
- 1554. Borem, S. O.** The grade-leader plan. *School and society*, 26: 205-207, August 13, 1927.  
The Grade-leader plan is the name given to a personal friendly type of elementary supervision in Lebanon, Pa.
- 1555. Taylor, Robert B.** Principles of school supply management. New York city, Bureau of publications, Teachers college, Columbia university, 1926. 145 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 228)  
Bibliography: p. 92-94.
- 1556. Veronica, Sister M.** School waste. *America*, 37: 568-69, 590-91, September 24, October 1, 1927.  
The author discusses the school waste caused by truancy, tardiness, sub-normal children, frequent change of school, etc.

## CURRICULUM MAKING

1557. Curriculum making in Chicago—III. Chicago schools journal, 9: 325-29, May 1927.

Written by a member of the revision committee. The third article in a series of discussions on the Chicago curriculum revision, indicating the present stage of the work and providing suggestions for teachers in their practical testing of the courses of study in the classroom.

1558. Harap, Henry. Economic life and the curriculum. New York, The Macmillan company, 1927. xi, 188 p. forms. 12°.

The purpose of this volume is, first, to point out certain economic demands on the changing curriculum; second, to discuss the more acceptable curriculum studies in this field; and, third, to relate how the economic activities are establishing themselves in the program of the American school.

1559. Heen, E. Lulu and Amoy, Phoebe Heen. Curriculum movement in Hawaii. Hawaii educational review, 16: 1, 4, 9, 16, September 1927.

1560. Horn, Ernest. Childish and permanent values in curriculum making. Chicago schools journal, 9: 288-94, April 1927.

The purpose of this article is to illustrate the significance of the present needs of the child and his future needs as an adult with reference to one subject, spelling, and with special reference to each of two grades, grade one and grade two.

1561. Johnstown, Pa. Public schools. First steps in curriculum building. Johnstown, Pa., Board of education, 1927. 86 p. tables. 8°.

Prepared under the direction of S. J. Slawson, superintendent of schools.

1562. Stone, William H. Confusion at the educational crossroads. School and society, 26: 31-35, July 9, 1927.

The writer discusses the confusion which exists in regard to school subjects and the call for an integrating force to synthesize or to hold together the curriculum.

1563. Uhl, Willis L. Secondary school curricula. New York, The Macmillan company, 1927. xx, 582 p. tables. 8°.

For a background to his discussion of present-day curriculum problems, the author begins by tracing the origin and development of secondary school curricula from primitive times to the present, thus revealing some principles of curriculum construction which apparently have always operated.

## EXTRA-CURRICULAR ACTIVITIES

1564. Cunningham, L. L. The extra-curricular program. Catholic school interests, 6: 235-36, August 1927.

The writer discusses the use of extra-curricular activities in the training for social behavior.

1565. McKown, Harry C. Extra curricular activities. New York, The Macmillan company, 1927. xxi, 617 p. 12°.

The main purpose of the author is to present programs of activities. Material representing all types and sizes of schools in all parts of the country has been gathered over a period of years and the most significant of this is presented.

1566. Singer, L. E. Extra curricular activities. American educational digest, 47: 15-17, 35, September 1927.

Discusses the legitimate activities in which the pupil participates in high school, but for which he receives no credit toward the credits required for graduation.

## SCHOOL BUILDINGS AND EQUIPMENT

1567. **Illinois.** Department of public instruction. Representative Illinois high school buildings. Types of modern school building construction and suggestions for the use of directors and boards of education. Issued by Francis G. Blair, superintendent of public instruction. [Danville, Ill., Illinois printing company, 1927] 110 p. illus. 8°. (Circular no. 214)

A revision of Circular no. 158, entitled "Representative Illinois high school buildings" issued in 1921. The buildings shown have been erected during the period 1920-1927.

1568. **Knox, Rose B.** School activities and equipment; a guide to materials and equipment for elementary schools. Boston, New York [etc.] Houghton Mifflin company [1927] xxx, 386 p. illus, 12°.

A compilation which attempts to select and organize some of the scattered information about school materials, supplies, and equipment, and to place this in an educational setting, which includes the principles of selection and use and discussion of sources, care, and method.

1569. **Schwartz, Harwood Muzzy.** Improvement in the maintenance of public school buildings. New York city, Bureau of publications, Teachers college, Columbia university, 1926. ix, 74 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 240)

Bibliography: p. 59-61.

## HEALTH EDUCATION AND SUPERVISION

1570. **Bednar, Christine.** A health education program. Chicago schools journal, 10: 15-23, September 1927. illus.

A paper prepared from an address given before the Child health institute held at the Woman's city club, Chicago.

1571. **Brinkerhoff, Lucy.** Home hygiene classes as taught in the New York city high schools. American journal of nursing, 27: 633-37, August 1927.

1572. **Brown, Maud A.** Simplicity in health teaching. Hygeia, 5: 519-23, October 1927. illus.

Work in the first grade is discussed.

1573. **Commonwealth fund.** Child health demonstration committee. Child health and county health, Rutherford county, Tennessee. New York, Child health demonstration committee, 1927. 30 p. 8°. (Commonwealth fund child health program, Bulletin, no. 6, September 1927)

1574. **Nesbitt, A. J.** Ten fundamentals of unit ventilation and their application. American school board journal, 75: 70, 72, 73, 164, September 1927.

1575. **Oberteuffer, D.** Interests of college freshmen in hygiene. Nation's health, 9: 48-49, July 1927.

Experiments at the University of Oregon.

1576. **Palmer, George Truman.** Is health work in the schools paying tangible dividends? Child health bulletin, 3: 133-45, September 1927. map.

1577. **Rector, F. L.** Preschool health examinations. Nation's health, 9: 43-44, July 1927.

1578. Richardson, Frank Howard. Rebuilding the child; a study in malnutrition. With an introduction by William R. P. Emerson. New York, London, G. P. Putnam's sons, 1927. xxvi, 319 p. front., plates. 12°.
1579. Schmidt, H. W. Heating and ventilating school buildings. *American educational digest*, 46: 483-85, 508, July 1927.  
 An address by the supervisor of buildings in the State Department of public instruction, Wisconsin, before the National association of public school business officials.  
 The writer believes that school officials should be informed about elementary theories of air movement and ventilation problems.
1580. Walker, W. F. A survey of public health work in Fargo, N. D. New York, Child health demonstration committee, 1927. 32 p. illus. 8°.  
 (Commonwealth fund child health program. *Bulletin*, no. 5, June 1927)
1581. Williams, Jesse Feiring. Healthful living. Based on the essentials of physiology for high-school pupils. Revised edition. New York, The Macmillan company, 1927. ix, 596 p. 12°.
1582. Wood, Thomas D. Interest in school health work. *Alabama school journal*, 45: 3, 4-5, September 1927.

### MENTAL HYGIENE

1583. Bird, Grace E. The value of mental hygiene in the secondary school. *Mental hygiene*, 11: 253-60, April 1927.
1584. Broyler, Cecil B.; Thorndike, E. L. and Woodyard, Ella. A second study of mental discipline in high school studies. *Journal of educational psychology*, 18: 377-404, September 1927. tables, diagrs.  
 A previous study was made in the January and February, 1924, issues of this journal.  
 This investigation was made possible by a grant from the Commonwealth fund.
1585. Harrington, Milton A. The problem of mental hygiene courses for the college student. *Mental hygiene*, 11: 536-41, July 1927.
1586. Menninger, Karl A. Adaptation difficulties in college students. *Mental hygiene*, 11: 519-35, July 1927.  
 Read at the Third annual convention of the American orthopsychiatric association, Russell Sage foundation building, New York, June 5, 1928.  
 Discusses the counseling of college students in mental health, and the work of psychiatrists to that end.
1587. Meredith, Florence. The administration of mental hygiene in colleges. *Mental hygiene*, 11: 241-52, April 1927.
1588. La Rue, Daniel Wolford. *Mental hygiene*. New York, The Macmillan company, 1927. x, 443 p. illus. 12°.  
 This book is divided into four parts, as follows: Pt. I, A systematic view of the forces that determine personality; Pt. II, Inheritance and development of traits; Pt. III, The mental hygiene of adult life; and Pt. IV, The mental hygiene of childhood and adolescence.
1589. Thompson, C. Mildred. The value of mental hygiene in the college. *Mental hygiene*, 11: 225-40, April 1927.
1590. Truitt, Ralph P. *Mental hygiene and the public schools*. *Mental hygiene*, 11: 261-71, April 1927.

## PHYSICAL TRAINING

1591. **New Jersey physical education association.** Convention report, November 1926, Atlantic City, New Jersey. 61 p. 8°. (F. W. Maroney, secretary, Texas Avenue School, Atlantic City, N. J.)

Contains: 1. Harry J. Sargent: Swedish gymnastics as a part of the public school physical education program, p. 5-12. 2. Grace E. Jones: Girls' athletics in high schools, p. 30-34. 3. Walter E. Short: Supervision of boys' athletics, p. 35-39. 4. Ethel A. Grosscup: Physical education progress in the rural districts of New Jersey, p. 42-50. 5. W. G. Moorhead: Some observations concerning a program of health education, p. 51-61.

1592. **Anderson, Leonora.** An athletic program for elementary schools. Arranged according to seasons. New York, A. S. Barnes and company, 1927. x, 134 p. illus. 8°.
1593. **Berkowitz, Morris.** The value of tests and measurements in physical education. Bulletin of high points in the work of the schools of New York city, 9: 23-27, September 1927.
1594. **Bowen, Wilbur P.** The conduct of physical activities in elementary and high schools. New York, A. S. Barnes and company, 1927. 3 p. l., 173 p. plates, tables, music. 8°.
1595. **Brace, David K.** Possibilities of tests in physical education. American physical education review, 32: 506-13, September 1927.
1596. **College athletics.** Mind and body, 34: 148-53, July 1927.
1597. **Houghton, Herbert P.** The professor views athletics. Johns Hopkins alumni magazine, 15: 362-72, June 1927.  
The writer discusses the dangers in football as the American college game, and then suggests a sane scheme for college athletics.
1598. **Williams, Jesse Feiring.** The principles of physical education. Philadelphia and London, W. B. Saunders [1927] xxv, 17-481 p. tables, diagrs. 8°.  
Dr. Williams gives in this volume those methods which he himself has practiced in the development of individuals.
1599. **Wood, Thomas Denison and Cassidy, Rosalind Frances.** The new physical education. A program of naturalized activities for education toward citizenship. New York, The Macmillan company, 1927. xvii, 457 p. 12°. Bibliography, p. 377-90.

## PLAY AND RECREATION

1600. [The service of municipal recreation systems to America shown through pictures] **Playground**, 21: 346-89, October 1927. illus.  
This number is devoted to the subject as given above, and illustrates with views taken from playgrounds, athletic fields, swimming pools, indoor recreation centers, etc.
1601. **Storey, Charles J.** Increase of land values around playgrounds. **Playground**, 21: 324-28, September 1927.  
Presents a table of per cents of increase in land values in nine playground areas.



## SOCIAL ASPECTS OF EDUCATION

1802. Southern California conference on modern parenthood. Proceedings . . . held in Los Angeles, California, December 15-18, 1926. Modern parenthood. Los Angeles, Calif., Wolfer printing company [1927] 112 p. 12°. Contains: 1. W. P. Lucas: The pre-school child, p. 17-25. 2. Henry Dietrich: Physical factors which may influence mental health, p. 26-33. 3. Jessie C. Fenton: Habit formation in babyhood, p. 37-49. 4. Mrs. Arnold Gesell: The emotions and mental life of little children, p. 59-69. 5. Elizabeth L. Woods: The nursery school idea, p. 70-81. 6. Bird T. Baldwin: Is it heredity and environment or capacity and training, p. 89-103. 7. Edward Yoemans: Creative education, p. 107-23. 8. Florence Cane: Art in the life of the child, p. 124-38. 9. Ernest R. Groves: The drifting home, p. 141-55. 10. Miriam Van Waters: The family in search of a goal, p. 165-76. 11. Mrs. Howard Gans: Parent study groups in America, p. 179-96. 12. Will C. Wood: Parent education, p. 212-22. 13. E. V. Emery: Revising our attitude toward sex, p. 253-71. 14. E. R. Groves: Social conditions influencing youth, p. 272-86.
1803. Anderson, John E. The clientele of a parental education program. School and society, 26: 178-84, August 6, 1927.  
This study of the clientele reached by a program directed toward the instruction of parents in the care and training of young children, was made for the purpose of looking forward toward the development of a technique by means of which those responsible for parental education programs can secure the information necessary to prepare and direct such programs effectively.
1804. Crowley, Francis M. The home and the school. America, 37: 423-25, August 13, 1927.
1805. Edson, Newell W. Training youth for parenthood. Child welfare magazine, 21: 559-63, August 1927.  
An address delivered at the thirty-first annual convention of the National congress of parents and teachers, Oakland, Calif., May 1927.
1806. Groves, Ernest R. Social problems of the family. Philadelphia, London [etc.] J. B. Lippincott company [1927] ix, 314 p. 12°. (Half-title: Lippincott's family life series, ed. by B. R. Andrews)
1807. Gruenberg, Benjamin C. What to tell children about sex. By whom? When? and How? Children, 2: 9-10, September 1927.
1808. Lindeman, Eduard C. Newer currents of thought on parent education. New republic, 5: 172-74, July 6, 1927.
1809. Martin, E. S. Find and train your boy leaders. They will make your job easier and their own successful. Playground, 21: 253-55, August 1927.  
Explains the scout way of developing leadership.
1810. National congress of parents and teachers. . . . Source material for the use of rural parent-teacher association units. Rural life bureau. Washington, D. C., National office [1927] 46 p. 12°.
1811. Norton, William J. . . . The cooperative movement in social work. New York, The Macmillan company, 1927. xiii, 373 p. 12°. (The social welfare library)
1812. Parents and teachers association, Ethical culture school, New York city. Suggestions for parent-teacher work, based on the experience of the Parents and teachers association of the Ethical culture school, New York city. [New York, Printed by F. H. Hitchcock, 1927] 67 p. front., plate. 8°.

1613. Perkins, Ruth. Magic casements. The chronicle of the development of a new kind of camp program. New York, The Womans press [1927] 162 p. 8°.
1614. Platts, P. K. A better social unit for American schools. Peabody journal of education, 5: 7-17, July 1927.  
The writer suggests that the English "House" system be adapted to American schools, in order that young Americans may have that normal contact with the past, through association with their elders, which is fundamental to the formation of solid character.
1615. Popenoe, Paul. The conservation of the family. Baltimore, The Williams & Wilkins company, 1926. ix, 266 p. 8°.  
In Part III of this book, devoted to Means of social control, Chapter I deals with Education.
1616. Thrasher, Frederic M. The gang; a study of 1,313 gangs in Chicago. Chicago, Ill., The University of Chicago press [1927] xxi, 571 p. 12°. (Half-title: The University of Chicago sociological series)

## CHILD WELFARE

1617. International boys' work conference. Proceedings, third International boys' work conference, Chicago, Ill., November 30-December 2, 1926. New York, International boys' work conference [1927] 351 p. plates. 8°.
1618. Walmsley, Genevieve. Fighting the current. American child, 9: 4-5, July 1927.  
The writer gives a summary of legislation effecting children passed by the recent legislatures.

## MORAL EDUCATION

1619. Agencies for character education. Religious education, 22: 710-64, September 1927.  
A symposium as follows: 1. H. M. Sherwood: Agencies for character education, p. 710-11. 2. M. A. May and Hugh Hartshorne: Experimental studies in moral education, p. 712-15. 3. E. D. Starbuck: Methods of a science of character, p. 715-19. 4. [J. M.] Thurber: Character-building agencies on the technical college campus, p. 720-26. 5. W. L. Bryan: Schools and the building of character, p. 727-29. 6. Emanuel Gamoran: Group education and the development of character, p. 730-37. 7. W. J. Abbot: Character building through the press, p. 737-41. 8. R. J. Condon: Biscoe's boys, p. 741-46. 9. O. P. Keller: A drift towards character education, p. 747-53. 10. W. W. Charters: Developing traits of character in life situations, p. 753-57. 11. W. S. Athearn: Correlation of the educational programs of the church and state, p. 758-64.
1620. Bennion, Milton. Character education. School and society, 26: 156-60, August 6, 1927.
1621. Courtis, S. A. The development of standards of conduct. School and society, 26: 322-25, September 10, 1927.  
Gives three suggestions for educators to consciously obligate themselves to follow, in order to assist in the matter of developing moral training in the schools.
1622. Fosdick, Henry Emerson. The commencement address. Smith alumnae quarterly, 18: 403-408, July 1927.  
This address on good taste and codes of behavior and the attitude of the new generation was delivered June 20, 1927.

1623. **Golightly, Thomas J.** The Tennessee plan for the motivation of character and citizenship activities in secondary schools. Murfreesboro, Tenn., Pub. by the authority of the State board of education, 1927. 28 p. diagr. 8°. (Bulletin of the Middle Tennessee state teachers college, Murfreesboro, vol. 2, no. 4. Educational series, no. 1, August 1927)
1624. **Gregg, F. M.** A course of study in character education. [Aurora, Lincoln, Central City, Burr publishing company, 1927] 205 p. illus. 8°. (Nebraska. Department of public instruction. Supplementary normal training bulletin, no. 4)
1625. **Horn, Ernest.** Teaching a lesson in moral education. South Dakota education association journal, 3: 9-10, 24, September 1927.  
Also in Texas outlook, 11: 19-20, September 1927.
1626. **Humke, Homer L.** What teachers think. School and society, 26: 144-46, July 30, 1927.  
The writer says that the attitudes, emotional reactions, and ideals that pupils are getting from teachers are of more importance than anything else they are getting in the school room. Gives the results of a questionnaire sent to teachers in Indiana, to find out what views teachers held on a few of the questions that point to character education shortages.
1627. **Lester, Orrin Clifford.** Our Bill. Shall we educate him for character? Forum, 78: 402-409, September 1927.  
Pertinent suggestions are offered for revising our public school curriculum, with the object of educating Bill for a useful life.
1628. **Marsh, Daniel L.** Character: higher education plus the highest education. School, 38: 829-30, 845-46, July 21, 28, 1927.  
Also in Journal of education, 106: 82-84, July 25, 1927.  
The results of a study of the ideals of youth and maturity made by the president of Boston university.
1629. **Shaftesbury, Edmund.** Yourself behind closed doors; a training course in magnificent manhood and beautiful womanhood in three grand divisions. 1. The school of character. 2. Your temperament. 3. Clearing the brain. Meriden, Conn., The Ralston university press [1927] 403 p. 8°.
1630. **Suzzallo, Henry E.** The thing called "honor." Minnesota chats, 8: 3-5, September 1927.  
"A dictated abstract of . . . address at the commencement exercises for the class of 1927."

### RELIGIOUS AND CHURCH EDUCATION

1631. **National Benedictine educational association.** Report of the proceedings and addresses at the tenth annual convention . . . Beatty, Pa., July 2-5, 1927. 110 p. 8°. (Rev. Lambert Burton, secretary, St. Benedict's college, Atchison, Kans.)  
Contains: 1. Rev. Walter Reger: Teaching of religion in the high school emphasizing the nature of its proper objective and method, p. 69-75. 2. Rev. Paul Milde: The teaching of religion in our colleges, p. 78-89. 3. Rev. Adolph Hrdlicka: Our libraries: some problems of administration, p. 92-96; Discussion, p. 96-103.

- 1632. Archdeacon, John Philip.** The week-day religious school. Washington, D. C., Catholic university of America, 1927. 90 p. 8°.
- A dissertation submitted to the faculty of philosophy of the Catholic university of America in partial fulfilment of the requirements for the degree of doctor of philosophy.
- Gives the results of a study undertaken to discover the extent and character of Catholic elementary week-day religious schools.
- 1633. Bower, William Clayton.** Curriculum demands on leadership. International journal of religious education, 3: 8-9, September 1927.
- Discusses the new type of training necessary for the use of the new type of curriculum in religious education.
- 1634. Davis, James J.** Religion in education. Good housekeeping, 85: 18-19, 273-84, October 1927.
- The Secretary of labor says "The soul of this nation will die if we do not instill in the minds and hearts of our children some proper form of moral and religious sense."
- 1635. Kinley, F. L.** Experiment in religious education. American educational digest, 46: 509-11, July 1927.
- The writer believes that the school should be a miniature world of real experiences, real opportunities, real interests, and real social relations. For the purpose of getting ideas to function in life and guarantee Christian conduct, he emphasizes the importance of the use of expressional activities in connection with a service program.
- 1636. Moody, Mildred O.** Selecting personnel for leadership in elementary education. International journal of religious education, 3: 12-14, September 1927.
- Types of activities required of leaders in elementary religious education and the qualifications necessary for such leadership.
- 1637. Moore, Jessie Eleanor.** The missionary education of beginners. New York, Missionary education movement of the United States and Canada [1927] 130 p. front. 16°.
- 1638. Mull, Lewis Benjamin.** The status of the Bible in the public schools of the United States. Dubuque, Iowa, Union printing co., 1926. 112 p. 8°.
- In partial fulfilment of the requirements for the degree of doctor of philosophy in the School of education, Indiana university.
- 1639. National Benedictine educational association.** First report of the committee on the teaching of religion. 26 p. 12°. (Rev. Lambert Burton, secretary, St. Benedict's college, Atchison, Kans.)
- 1640. Nordgren, Rubye Patton.** Beginners' course in the Sunday school; a manual for teachers and parents. Rock Island, Ill., Augustana book concern [1927] 240 p. 8°.
- 1641. Rhodes, Bertha Marilda.** A church school guide for use with religion in the kindergarten. Chicago, Ill., The University of Chicago press [1927] 73 p. 12°. (The University of Chicago publications in religious education. Constructive studies)
- 1642. Ryan, W. Carson, jr.** Friends' schools. Report of a study of schools under Friends' meetings, or conducted by Friends, made for the Education committee of the Friends' general conference and the Committee on education of Philadelphia yearly meeting, Fifteenth and Race streets. [Swarthmore, Pa., Swarthmore college] 1927. 44 p. 8°. (Bulletin of Swarthmore college, vol. 24, no. 3, supp., third month, 1927)

1643. **Watson, Charles Hoyt.** Objectives of the conservative Christian college. *School and society*, 26: 221-27, August 20, 1927.  
Inaugural address of the president of Seattle Pacific college.

### MANUAL AND VOCATIONAL TRAINING

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1646. **Lee, Edwin A.** Vocational effectiveness. *Child welfare magazine*, 22: 5-9, 55-57, September, October 1927.

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DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

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BULLETIN, 1928, No. 23

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RECORD  
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# RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

Compiled by the Library Division, Bureau of Education

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**CONTENTS.**—Educational history and biography—Current educational conditions—International aspects of education—Educational theory and practice—Educational psychology; Child study—Educational sociology—Educational research—Psychological tests—Educational tests and measurements—Individual differences—Special methods of instruction and organization—Special subjects of curriculum—Kindergarten and pre-school education—Elementary education—Rural education—Secondary education—Junior high schools—Teacher training—Teachers' salaries and professional status—Higher education—Research—Junior colleges—School administration—Educational finance—School management—Curriculum making—Extra-curricular activities—School buildings and grounds—School hygiene and sanitation—Mental hygiene—Social hygiene—Temperance—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral education—Religious and church education—Manual and vocational training—Vocational guidance—Workers' education—Home economics—Commercial education—Professional education—Military and naval training—Civic education—Negro education—Education of women—Education of the blind—Education of the deaf—Exceptional children—Education extension—Libraries and reading—Bureau of education: Recent publications.

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## NOTE

The following pages contain a classified and annotated list of current educational publications received by the library of the Bureau of Education during the last quarter of 1927, October to December, inclusive. The preceding lists in this series of records for 1927 were issued as Bulletin, 1927, nos. 12, 25, and 38, and comprised publications received by the Bureau of Education from January 1 to October 1, 1927. With this issue the list for the year 1927 is completed, the entries running consecutively from item 1 in Bulletin, 1927, no. 12, to item number 2585 in this issue.

Immediately following item number 2585 are the names and addresses of the periodicals represented herein, together with those represented in the three earlier numbers of the 1927 series.

The delay in completing this issue was occasioned in part by our desire to include with the final number for 1927 an index to the Record of Current Educational Publications for the year. A complete author and subject index to the 2,585 entries contained in the three preceding issues and the present issue may be found following the list of periodicals at the back, and is designed to equip the series for use as an annual bibliography of education for 1927.

As has been previously stated, this office can not supply the publications listed in these records, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

## EDUCATIONAL HISTORY AND BIOGRAPHY

1760. **Duggan, Stephen Pierce.** A student's textbook in the history of education. Rev. ed. New York, London, D. Appleton and company [1927] xvii, 413 [1] p. illus. 12°.
1761. **Eby, Frederick.** The educational historians prepare to strike back. *Education*, 48: 92-101, October 1927.  
A discussion of the value of the teaching of the history of education.
1762. A Harvard freshman's diary in 1827-28. *Harvard alumni bulletin*, 30: 35-39, October 6; 72-76, October 13, 1927.  
The diary of Frederick West Holland, class of 1831, just 100 years ago.
1763. **Sarafian, K. A.** Rousseau's influence upon modern educational thought and practice. *Education*, 48: 81-91, October; 180-90, November 1927.
1764. **Vanderpoel, Emily Noyes, comp.** More chronicles of a pioneer school from 1792 to 1833, being added history on the Litchfield female academy kept by Miss Sarah Pierce and her nephew, John Pierce Brace. New York, The Cadmus book shop, 1927. xii, 376 p. front., plates. 8°.

## CURRENT EDUCATIONAL CONDITIONS

## GENERAL AND UNITED STATES

1765. **Carnegie corporation of New York.** Report of the president & of the treasurer. New York, 522 Fifth Avenue, 1927. 77 p. 8°.
1766. **Carnegie foundation for the advancement of teaching.** Twenty-second annual report of the president and of the treasurer. New York city, 1927. 168 p. 8°. (Clyde Furst, secretary, 522 Fifth Avenue, New York, N. Y.)  
Contains: 1. Howard J. Savage: College athletics and scholarship, p. 49-66. 2. William J. Gies: Dental education, p. 66-72. 3. Henry S. Pritchett: Pension systems and pension legislation, p. 77-106.
1767. **General education board.** Annual report . . . 1926-1927. New York city, General education board [1928] 52 p. 12°.
1768. **Iowa state teachers association.** Proceedings of the seventy-second annual session . . . Des Moines, Iowa, November 4, 5, and 6, 1926. Des Moines, Pub. by the State of Iowa [1927] 136 p. 8°. (Charles F. Pye, secretary, Des Moines, Iowa)  
Contains: 1. Patty Hill: [Pre-school education] p. 71-78. 2. Preliminary report of the committee on a uniform child accounting program for Iowa, p. 82-135.
1769. **Laura Spelman Rockefeller memorial.** Report for 1926. New York, 1927. 21 p. 8°.
1770. **Maine teachers' association.** Journal of proceedings and other information. Twenty-fourth annual meeting, Bangor, October 27-29, 1926. 288 p. 8°. (Adelbert W. Gordon, secretary, Augusta, Me.)  
Contains: 1. Caroline D. Aborn: Old truths—new emphases, p. 60-65. 2. Bancroft Beatley: What can the high school principal do to vitalize instruction? p. 68-75. 3. Henry W. Holmes: What the colleges are doing for the individual student, p. 76-80. 4. Ernest C. Marriner: Common sentiments and common sense in teaching English, p. 143-51. 5. Albert Carr: Use of maps in the teaching of history, p. 163-68. 6. Francis G. Blair: Children's rights, p. 183-89.

**1771. National education association of the United States. Proceedings of the sixty-fifth annual meeting, held at Seattle, Washington, July 3-8, 1927. Vol. 65. Washington, D. C., National education association, 1927. 1232 p. 8°.**

Contains: 1. Henry Suzzallo: A Declaration of Independence for public education, p. 23-32. 2. Francis G. Blair: The American melting pot, p. 33-43. 3. Fred M. Hunter: The teacher's economic, social, and professional welfare as related to tenure, p. 57-65. 4. E. Ruth Pyrtle: The teacher's economic, social and professional welfare, as related to pensions and retirement funds, p. 66-70. 5. William F. Webster: Sabbatical leave, p. 70-75. 6. J. Herbert Kelley: The teacher and the legislature, p. 82-86. 7. J. M. Gwinn: The superintendent and the teacher, p. 103-10. 8. Mary McSkimmon: The teacher at work and play, p. 110-14. 9. John J. Tigert: An appreciation of William Torrey Harris, educator and philosopher, p. 179-84. 10. E. Ruth Pyrtle: Report of the committee on retirement allowances, p. 201-208. 11. Fred M. Hunter: Teacher tenure in the United States, p. 208-35. 12. Charles H. Judd: The fallacy of treating school subjects as "tool subjects," p. 249-52. 13. Jesse H. Newlon: Chaos or integration in educational thought and effort, p. 252-60. 14. George D. Strayer: An American program of education, p. 266-71. 15. J. T. Giles: A review of educational progress in the high schools during the past year, p. 279-90. 16. L. R. Aldermap: Some outstanding contributions to adult education as seen in different parts of the United States, p. 299-302. 17. Augustus O. Thomas: The social aspect of the teacher, p. 355-59. 18. Elsie M. Smithies: From high school to college, p. 398-406. 19. Ella W. Brown: The value of a student petition, p. 406-11. 20. Fannie F. Andrews: The teacher an agent of international good-will, p. 425-35. 21. Frank E. Willard: The significance of the increasing emphasis on the education for young children, p. 459-62. 22. Helen M. Christiansen: The nursery school child and his needs, p. 462-65. 23. Katherine M. Cook: Some essentials of a State's supervisory program for the improvement of instruction, p. 499-503. 24. G. Ivan Barnes: Outstanding needs as shown by a survey of the small high schools of the State, p. 507-11. 25. Thomas J. Smart: An attempt to define a school district unit in terms of current educational objectives and in recognition of certain administrative adjustments, p. 511-15. 26. Emery N. Ferriss: The function of the secondary school in rural education, p. 515-19. 27. C. J. Anderson: The use of the bulletin as an agency in supervision, p. 524-27. 28. Fred C. Fischer: Zone supervision, p. 527-30. 29. Blanche A. Nagel: Economic and social values of rural teachers, p. 535-38. 30. Luella M. King: Training county superintendents for better work in instructional supervision, p. 548-52. 31. Wylie A. Parker: Character training through regular classroom work, p. 601-608. 32. William D. Lewis: Civic values in extracurriculum activities, p. 624-29. 33. W. C. Reavis: Pupil adjustment in the secondary school, p. 645-50. 34. A. L. Threlkeld: The challenge to the modern citizen and how our schools may help him meet it, p. 650-56. 35. H. F. Srygley: Revising the curriculum, p. 659-64. 36. V. K. Froula: Intramural athletics, p. 668-73. 37. Margaret M. Alltucker: Revising the high school curriculum, p. 673-76. 38. Jesse H. Newlon: Social studies and citizenship, p. 684-92. 39. Standards for accrediting teachers colleges, p. 881-87. 40. William S. Gray: Unique opportunities of teachers colleges, p. 891-98. 41. Ambrose L. Suhrle: The selection and training of the instructional staffs of normal schools and teachers colleges, p. 898-907. 42. Earle U. Rugg: The trend toward standardization in teachers colleges, p. 913-28. 43. George F. Arps: The teaching "profession," leadership and responsibility, p. 931-38. 44. Thomas E. Finegan: Classroom films, p. 955-59. 45. Anna V. Dorris: The pedagogical possibilities of mass instruction with motion pictures, p. 960-63. 46. Jason S. Joy: Motion pictures in their relation to the school child, p. 964-69.

The addresses made before the Department of Superintendence, at Dallas, Texas, February 26 to March 3, 1927, are omitted from this entry. They can be found under item 645 in the Record for April-June 1927.

**1772. ———. Department of elementary school principals. Bulletin, vol. VII, no. 1, October 1927. Washington, D. C., National education association, 1927. 64 p. 8°.**

Contains: 1. Mildred English: A comparative study of the time distribution of rural and urban principals, p. 4-19. 2. Ellen M. Click: Evolution—the kind that counts, p. 19-22. 3. Margaret I. Poore: International good-will in elementary education, p. 23-25. 4. Elizabeth McCormick: Cooperative supervision from the viewpoint of the elementary school principal, p. 26-29. 5. Grace Swan: Cooperative supervision, p. 29-32. 6. Hazel Burnett: Citizenship from the viewpoint of the school, p. 32-36. 7. John S. Thomas: The common purpose plan of work, p. 36-42. 8. Inez Kepperling: X-Y-Z organization, p. 42-45.

**1773. New Jersey. Conference of county and city superintendents and supervising principals.** Report of Conference . . . held at Atlantic City, December 8-9, 1927. Education bulletin (Trenton, N. J.), 14: 99-127, December 1927.

Contains: 1. Henry W. Holmes: Outstanding problems in secondary education, p. 99-102. 2. Howard D. White: Curriculum continuity, p. 105-106. 3. Chester Robbins: The place of scholarship in the high school, p. 110-14. 4. L. R. Alderman: Adult education, p. 114-17. 5. William A. Smith: An Americanization program, p. 117-22. 6. James F. Mason: Industrial adult education, p. 122-26.

**1774. New Jersey state teachers' association.** Annual report and proceedings of the 72d annual meeting . . . Atlantic City, N. J., November 11, 12, 13, 1926. Trenton, N. J., Trent press, 1927. 122 p. 8°. (Charles B. Dyke, secretary, \*Short Hills, N. J.)

Contains: 1. Albert W. Wiggam: What civilization is doing to mankind, p. 59-72. 2. Howard D. White: The teacher clerk's opportunity, p. 72-76. 3. Herman H. Horne: Essentials of leadership, p. 76-81. 4. Mary McSkimmon: The schools and the citizenship of tomorrow, p. 81-88. 5. John A. H. Keith: A study of the specific needs of students entering the normal school, p. 89-93. 6. Calvin O. Davis: Our justification for the junior high school, p. 108-10.

**1775. Ohio state educational conference.** Proceedings of the seventh annual session, Columbus, Ohio, April 7, 8, and 9, 1927. Columbus, Ohio State university, 1927. 553 p. 8°. (Ohio state university bulletin, vol. XXXII, no. 3, September 15, 1927)

Keynote: Expertness in teaching.

Contains: 1. Randall J. Condon: What most educates, p. 3-14. 2. Payson Smith: The element of the individual, p. 27-37. 3. Wallace W. Atwood: The new meaning of geography in American education, p. 38-51. 4. Harry Olson: The menace of the half-man, p. 51-82. 5. Otis W. Caldwell: How the content of the course in biology may be determined, p. 90-101. 6. S. A. Courtis: The individualism of instruction, p. 106-17. 7. R. G. Walters: Commercial teacher-training requirements, p. 138-45. 8. Fannie Dunn: The art of teaching a multigraded school, p. 149-56. 9. S. A. Leonard: Uses and dangers of measurement in English, p. 157-68. 10. S. A. Courtis: The ability concept, p. 168-95. 11. Harold Hays: The deaf child in the elementary schools: the economic and educational aspects, p. 207-16. 12. Jane Hinkley: Bringing the home economics curriculum up to date, p. 259-73. 13. Robert H. Rodgers: Practical problems in curriculum construction, p. 275-84. 14. H. M. Harrington: The newspaper: a living text book, p. 290-302. 15. James M. Glass: Criteria for judging the efficiency of a junior high school, p. 307-16. 16. Jacob Cornog: Measurement of chemical aptitude and attainment of freshmen in American colleges, p. 375-87. 17. W. J. Springer: Intramural athletics in the high school, p. 421-26. 18. F. L. Kinley: An experiment in religious education in the high school, p. 446-50. 19. A. L. Heer: The relation between the educational and the business departments in school administration, p. 471-82. 20. R. M. Milligan: Selecting, training, and supervising school janitors in St. Louis, p. 487-97. 21. J. M. Glass: The junior high school in the small community, p. 525-44.

**1776. Pan Pacific conference on education, rehabilitation, reclamation, and recreation.** First Pan Pacific conference on education, rehabilitation, reclamation and recreation, called by the President of the United States of America in conformity with a joint resolution of the Senate and House of Representatives of the United States and held under the auspices of the Department of the Interior, at Honolulu, Hawaii, April 11 to 16, 1927. Report of proceedings. Washington, United States Government printing office, 1927. 493 p. illus. 8°.

**1777. Columbia university. Teachers college. Institute of educational research. Division of field studies.** Report of the survey of the schools of Beaumont, Texas. New York city, Teachers college, Columbia university, Bureau of publications, 1927. xxii, 337 p. illus., tables, diagrs. 8°. (School survey series)

George D. Strayer, director.

1778. **Columbia university. Teachers college. Institute of educational research.** Report of the survey of the schools of Duval county, Florida, including the city of Jacksonville. New York city, Teachers college, Columbia university, Bureau of publications, 1927. xxv, 433 p. illus., tables, diags. 8°. (School survey series)  
George D. Strayer, director.
1779. ————. Report of the survey of the schools of Lynn, Massachusetts. George D. Strayer, director. New York city, Bureau of publications, Teachers college, Columbia university, 1927. xix, 368 p. 8°. (School survey series)
1780. **Engelhardt, Fred.** Survey report Albert Lea public schools, Albert Lea, Minnesota. Minneapolis, University of Minnesota, 1927. 61 p. 8°. (Bulletin of University of Minnesota. College of education. Educational monograph, no. 14, June 25, 1927)
1781. **Flexner, Abraham.** Do Americans really value education? Cambridge, Harvard university press, 1927. 49 p. 16°. (Inglis lectures in secondary education, 1927)  
The writer finds a serious deficiency in the American appreciation of education—a failure to value scholarship and the capacity for severe and disinterested intellectual effort, and gives his reasons for this view.
1782. **Gibbons, Charles E. and Tuttle, Harvey N.** School or work in Indiana? [New York] National child labor committee, 1927. 30 p. 8°.
1783. **Kilpatrick, William H.** Our changing times and the demands they make on education. Hawaii educational review, 16: 57–60, 67–68, November 1927.
1784. **Monroe, Paul.** Essays in comparative education; republished papers. New York city, Bureau of publications, Teachers college, Columbia university, 1927. vii, 258 p. 8°.
1785. **National education association. Research division.** The advance of the American school system. Research bulletin, 5: 195–223, September 1927. diags. tables. 8°.  
Deals with the progress being made along different lines, including the subjects: What's right with the public schools; Lengthening and enriching life; Providing adequate school plants; School attendance; Lifting teacher compensation to a professional level; Developing a living curriculum, etc. |
1786. **Omaha school forum, Omaha, Nebr.** Report of the committee on the situation of public education in Omaha, August, 1927. 4 p. l., 51 p. tables. 4°.  
This study was made for the committee by Dr. Walter R. Siders, of Pocatello, Idaho.
1787. **Pearson, P. H.** Things that educate more or less. Educational review, 74: 227–31, November 1927.  
Discusses the current defects of American schooling.
1788. **Snyder, Morton.** Progressive education. Journal of the National education association, 16: 235–36, November 1927.  
Gives an account of what is actually going on in the schools as seen by the author in an extensive trip around the country.
1789. **Witham, Ernest C.** Public-school progress of the states. American school board journal, 75: 37–39, October 1927. diags.  
A comparison of the educational ranking of the states made by Dr. L. P. Ayres, Dr. F. M. Phillips, and the Index of holding power by the writer.

## FOREIGN COUNTRIES

1790. **Borgeson, Frithiof Carl.** The administration of elementary and secondary education in Sweden. New York city, Bureau of publications, Teachers college, Columbia university, 1927. viii, 231 p. 8° (Teachers college, Columbia university. Contributions to education, no. 278)
1791. **Browne, G. S., ed.** Education in Australia; a comparative study of the educational systems of the six Australian states, by P. R. Cole, A. J. Schulz, F. C. Thompson, J. A. Johnson, Wallace Clubb, G. S. Browne. London, Macmillan and co., limited, 1927. 461 p. plates. 8°.
1792. **Crosby, Laurence A.; Aydelotte, Frank and Valentine, Alan C., eds.** Oxford of today; a manual for prospective Rhodes scholars. 2d ed. New York, Oxford university press, American branch, 1927. xii, 305 p. front., plates. 12°.
1793. **Great Britain. Board of education.** Welsh in education and life; being the report of the Departmental committee appointed by the president of the Board of education, to inquire into the position of the Welsh language and to advise as to its promotion in the educational system of Wales. London, H. M. Stationery office, 1927. 354 p. 16°.
1794. **Kandel, I. L. and Alexander, Thomas, trs.** The reorganization of education in Prussia, based on official documents and publications. New York city, Teachers college, Columbia university, Bureau of publications, 1927. xxvi, 647 p. tables. 8°. (Studies of the International institute of Teachers college, Columbia university, no. 4)
- The translators devote the present volume to a study of the Prussian educational reorganization, partly because Prussia still seems destined to give the lead to the rest of Germany, partly because the situation there appears to be more stable than in the other states. The study of present-day German education appeals to American students on its own account, and also because many of the problems with which educators in the United States are concerned are under consideration in Germany.
1795. **Knight, Edgar Wallace.** Among the Danes. Chapel Hill, The University of North Carolina press; London, H. Milford, 1927. xii, 236 p. plates. 12°. (The University of North Carolina. Social study series)
1796. **Krupakaya, N.** Soviet achievements in public education. *Nation*, 125: 501-2, November 9, 1927.
- Contrasts the present conditions in Soviet Russia with conditions ten years ago, "when the landowners and capitalists were the masters and the Czar's government did all in its power to keep the people in ignorance."
1797. **Liddell, U. F.** The Prussian schoolmaster of to-morrow: a new ideal. *Journal of education and School world* (London), 59: 877-78, December 1927.
- Discusses the new policy regarding the training of teachers in Prussia.
1798. **Linnell, Wilhelmina A.** A day in the public schools of London. *Bulletin of high points in the work of the schools of New York city*, 9: 5-11, November 1927.
- An account of a day spent in visiting the so-called "public secondary schools", and the impressions of work done.
1799. **The next step in National education; being the report of a committee.** London, University of London press, ltd., 1927. viii, 232 p. front. 12°.
- Members of the committee: R. F. Cholmeley, chairman. The Rt. Honble. the Viscount Haldane, Percy Alden, F. W. Goldstone, Sir Benjamin Gott, Albert Mansbridge, T. P. Nunn, G. S. M. Ellis and A. J. Lynch.

1800. **Pireff, Gencho.** Education in Bulgaria. *In* Bulgarian student association in New York city. Pages from Bulgaria's life. Year book for 1924-1927. New York city, Bulgarian student association, 1927. p. 58-65.
1801. **Ramírez, Pedro Ferrari.** Elementary education in Uruguay. Bulletin of the Pan-American union, 61: 1066-72, November 1927. illus.  
The writer is Departmental inspector of elementary education, Uruguay.
1802. **Thralls, Zoe A.** The school journey. Elementary school journal, 28: 290-95, December 1927.  
Describes "school journeys" in England and on the Continent, in which children visit factories, historical spots, and scenic regions, studying industry, history, geography, etc.
1803. **Weldon, J. E. C.** The public school spirit in public life. Contemporary review, 132: 612-22, November 1927.  
Bishop Weldon states that the public schools "make an irresistible appeal to an ever-widening circle of parents over all the British Empire."

## INTERNATIONAL ASPECTS OF EDUCATION

1804. **Angell, Norman.** Education for world citizenship. Chicago schools journal, 10: 41-49, October 1927.
1805. **Columbia university. Teachers college. International institute.** Guidebook to some European school systems, issued by the International institute of Teachers college, Columbia university and the Bureau international d'éducation, Geneva. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 47 p. 8°.
1806. **Luckey, G. W. A.** A world Bureau of education. School and society 26: 464-66, October 8, 1927.  
Advocates the plan, as vitally needed to "further peace, amity and prosperity among nations."

## EDUCATIONAL THEORY AND PRACTICE

1807. **Adams, John.** Errors in school: Their causes and treatment. Boston, New York [etc.] Houghton Mifflin company, 1927. 327 p. 12°.  
With regard to error, the author describes the teacher's three functions as follows: First, to prevent error occurring at all so far as this is possible; second, to discover error when it occurs; and third, to deal satisfactorily with error when it appears. The study of error should enable the teacher not merely to detect but to understand errors as they arise.
1808. **Burr, Samuel Engle.** Ideals in pupil classification. Journal of education, 106: 551-54, December 5, 1927.  
Pictures an ideal classification in the public schools that provides the same opportunity of thirteen years of free public education for every boy and girl.
1809. **Conklin, Agnes M.** The school as a new tool. Journal of educational sociology, 1: 93-99, October 1927.  
A study of the bringing together of a child's equipment and his success by the elimination of all the obstacles seen.
1810. **Evans, Daniel.** The meaning and value of a liberal education. University record, 13: 289-301, October 1927.  
An address delivered on the occasion of the one hundred and forty-seventh convocation of the University of Chicago, September 2, 1927.
1811. **Findlay, J. J.** . . . The practice of education. New York, H. Holt and company [1927] 382 p. 12°. (The foundations of education; a survey of principles and projects, vol. 2)



1812. **Garver, F. M.** Determinants of classroom procedure. Educational outlook (University of Pennsylvania) 2: 7-14, November 1927.

The writer thinks "it is probably no error to say that there are more scientifically established facts upon which to base the technique of teaching than there are scientifically established facts upon which to base the practice of medicine."

1813. **Genevieve, Sister M.** Teaching children how to study. Catholic school journal, 27: 207-8, 230, October 1927.

1814. **Hanes, Frederic M.** Methods in education. High school journal, 10: 206-12, November 1927.

University day address delivered at the University of North Carolina, October 12, 1927.

1815. **Hart, F. W.** The demands of a changing civilization upon our educational institutions. Utah educational review, 21: 76-77, 111-12, 115, October 1927.

1816. **Hillegas, Milo B., ed.** The classroom teacher. Chicago, The Classroom teacher, inc. [1927] 12 v. illus. 8°.

This work comprises 12 volumes, which have been divided into three units. The first volume deals with professional subjects applicable to all grades, and is intended for use with any one of the three units. Volumes 2, 3, 4, and 5 are concerned with the work of the first three grades. Volumes 6 to 9, inclusive, deal with the work for grades 4, 5, and 6. Volumes 10 to 12, inclusive, cover the work for grades 7, 8, and 9, or the junior high school.

1817. **Jaqua, Ernest James.** Culture and competence. School and society, 26: 631-39, November 19, 1927.

The inaugural address by the president of Scripps college, Claremont, Calif., October 14, 1927.

1818. **Kulp, Daniel H., II.** Toward scientific textbook writing as illustrated by a research in developing a sociology for nurses. American journal of sociology, 33: 242-47, September 1927.

Discusses four methods of determining the materials for a textbook, viz.: The armchair method, the jury method, the composite method, and the utility method, and constructs another made up of the best of the four, called the analytic-synthetic method.

1819. **Lange, Alexis F.** The Lange book; the collected writings of a great educational philosopher. Edited and with an introduction by Arthur H. Chamberlain. San Francisco, The Trade publishing company [1927] 302 p. front. (port.) 12°.

1820. **Martin, George W.** Education or anodyne. Forum, 78: 864-71, December 1927.

Contents that modern education does not make for independent thinking and "courageous individualism," because of the "paralysis of mass schooling."

1821. **Massó, Gildo.** Education in Utopias. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 200 p. 8°. (Teachers college, Columbia university. Contributions to education, no 257)

Bibliography: p. 198-200.

1822. **Mayberry, L. W.** What is a school? Kansas teacher, 26: 16-18, 20, December 1927.

1823. **Miller, Harry L.** Creative learning and teaching. With introduction by Glenn Frank. New York, Chicago [etc.] C. Scribner's sons [1927] 262 p. front., plates. 12°.

1824. **Osborn, Henry Fairchild.** Creative education in school, college, university, and museum. Personal observation and experience of the half century, 1877-1927. New York, London, Charles Scribner's sons, 1927. xiv, 360 p. 12°.

A selection of 40 or 50 of the author's educational addresses, some historical and others relating to present conditions, grouped here by topics, and furnished with an entirely new introduction and closing chapter.

1825. **Shorey, Paul.** Democracy and scholarship. School and society, 26: 791-99, December 24, 1927.

Address delivered before the convocation of the University of the State of New York, October 21, 1927.

1826. **Whipple, Guy M.** How to study effectively. 2d ed., revised and enlarged. Bloomington, Ill., Public school publishing co., 1927. 96 p. 16°.

1827. **Wilson, Lucy L. W.** "Freedom in education." Impressions of the Locarno conference. Survey, 59: 88-90, October 15, 1927.

1828. **Zimmerman, Regina.** A working plan of teaching how to study. Educational review, 74: 168-71, October 1927. tables.

"A method for habits that should come into play whenever people and books come together."

#### EDUCATIONAL PSYCHOLOGY; CHILD STUDY

1829. **Barry, Frederick.** The scientific habit of thought; an informal discussion of the source and character of dependable knowledge. New York, Columbia university press, 1927. xiii, 358 p. 12°.

1830. **Cameron, Edward Herbert.** Educational psychology. New York & London, The Century co. [1927] xiv, 467 p. tables, diagrs. 12°.

This comprehensive text of Educational psychology offers, in a form suitable for mature students, a classification of learning and a study of the psychology of the subjects most frequently found in the high-school curriculum. Its scope is limited to discussions and explanations of those theories and processes a knowledge of which is of practical value to teachers in secondary schools.

1831. **Child study association of America.** A report of progress for the year 1926-27. New York city, 54 West Seventy-fourth street [1927] 30 p. 8°.

1832. **Children's behaviors.** Childhood education, 4: 103-48, November 1927.

Contains: 1. Angelo Patri: Removing the husks, p. 103-4. 2. Arnold Gesell: Guidance service for young children, p. 105-10. 3. Beulah S. Barnes: New steps in old school systems, p. 111-20. 4. Margaret B. Haskell: The experimental kindergarten in Sofia, Bulgaria, p. 142-48.

1833. **Copper, Francis Le Roy.** Encouraging pupils to think. Journal of education, 106: 326-27, October 10, 1927.

1834. **Furfey, Paul Hanly.** . . . The measurement of developmental age. Washington, D. C., The Catholic education press [1927] 40 p. 8°. (The Catholic university of America. Educational research bulletins, vol. II, no. 10, December 1927)

1835. **Gruenberg, Benjamin C., ed.** Outlines of child study; a manual for parents and teachers. Rev. Edited by Benjamin C. Gruenberg for the Child study association of America, with an introduction by Edward L. Thorndike. New York, The Macmillan company, 1927. xxii, 289 p. 12°.

In this new edition of the Outlines, the contents have been arranged to agree more closely with the sequence of topics in "Guidance of childhood and youth," a volume of selected readings in child study which was published last year. The reading references have been revised by inclusion of the new literature on the subject.

1836. **Haviland, Mary S.** A study of babyhood. Philadelphia, The Westminster press, 1927. 178 p. 12°.
1837. **Kramer, Grace A.** Do children forget during the vacation? Baltimore bulletin of education, 6:56-60, December 1927. tables.  
An investigation of forgetting over the summer vacation in a group of 150 children in the 5B grade.
1838. **Patri, Angelo.** Behind nearly every lie there lies a fear. American magazine, 104: 14-15, 105-6, 108, November 1927. illus.  
A study in child psychology.
1839. **Reynolds, Helen M.** Judging the worth of activities. Childhood education, 4: 53-60, October 1927. illus.
1840. **Scharlieb, Mary.** The psychology of childhood; normal and abnormal. London, Constable and co., ltd., 1927. 194 p. 8°.
1841. **Smith, Meredith.** Education and the integration of behavior. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 93 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 261)
1842. **Thom, Douglas A.** Everyday problems of the everyday child. With an introduction by Grace Abbott. New York, London, D. Appleton and company, 1927. xiv, 350 p. 12°.
1843. **Tonks, Helen L.** Psychological foundations of teaching. New York, Globe book company [1927] xi, 212 p. 12°.  
This book discusses those principles of psychology which assist the teacher to devise and to evaluate methods of teaching.
1844. **Waring, Ethel Bushnell.** The relation between early language habits and early habits of conduct control. New York city, Teachers college, Columbia university, 1927. 125 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 260)  
Bibliography: p. 125.
1845. **Weerd, Esther H. de.** A study of the improvability of fifth grade school children in certain mental functions. Journal of educational psychology, 18: 547-57, November 1927.
1846. **Westenberger, Edward J.** . . . A study of the influence of physical defects upon intelligence and achievement. Washington, D. C., The Catholic education press [1927] 53 p. 8°. (The Catholic university of America. Educational research bulletins, vol. II, no. 9, November 1927)
1847. **Wickes, Frances G.** The inner world of childhood. A study in analytical psychology. New York and London, D. Appleton and company, 1927. xiv, 380 p. 8°.

### EDUCATIONAL SOCIOLOGY

1848. **Darte, George L.** Socialistic trend in education. General magazine and historical chronicle (University of Pennsylvania) 30: 51-66, October 1927.  
An endeavor to present a few of the undercurrents and the surface currents in some of the institutions of learning today.
1849. **Rich, Stephen G.** The urgent need for sociology in educational measurements. Journal of educational sociology, 1: 86-92, October 1927.  
Thinks the problem is one that should be solved if either sociology or measurements are to render the highest possible service to education.

1850. **Thrasher, Frederic M.** Social backgrounds and education. *Journal of educational sociology*, 1: 69-76, October 1927.

Says: "To understand any educational institution . . . it becomes a matter of paramount importance to study its social backgrounds, historical and cultural."

### EDUCATIONAL RESEARCH

1851. **Chapman, Harold B.** Organized research in education. Columbus, Ohio state university press, 1927. 221 p. 8°. (Ohio state university studies. Bureau of educational research monographs, no. 7)
1852. **Jorgensen, A. N.** The necessity for research in education. *American schoolmaster*, 20: 299-303, November 15, 1927.

Reprinted from the *American school board journal*, August 1926.

The problems of public school research are administrative, supervisory and instructional, and curriculum problems.

1853. **Townsend, Marion E.** The function and organization of educational research bureaus. *American school board journal*, 75: 37-40, 136, 139, November 1927. tables, charts.

1854. **Woody, Clifford.** The values of educational research to the classroom teacher. *Journal of educational research*, 16: 172-78, October 1927.

Discusses the meaning of research, its need in education, the values of participating in a research program, etc.

### PSYCHOLOGICAL TESTS

1855. **Abelson, Harold H.** The improvement of intelligence testing. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 71 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 273)

Bibliography: p. 69-71.

1856. **Aldrich, Julien C.** The intelligence of high-school pupils. *School review*, 35: 699-706, November 1927. tables.

1857. **Cocking, W. D. and Holy, T. C.** Relation of intelligence scores to high-school and university marks. *Educational research bulletin* (Ohio state university) 6: 383-84, December 7, 1927.

1858. **Cunningham, Kenneth S.** The measurement of early levels of intelligence. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 74 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 259)

1859. **Guiler, W. S.** The predictive value of group intelligence tests. *Journal of educational research*, 16: 365-74, December 1927. tables.

Report of the success of three widely used group intelligence tests, viz.: Ohio college association test, the Otis self-administering test, and the Terman group test.

1860. **Harper, Ernest B.** Psychological tests and college personnel work. *Social science*, 2: 331-36, August-September-October 1927.

1861. **McCall, William A.** What's the matter with psychology and measurement? *Journal of educational research*, 16: 779-83, October 1927.

The author writes "as an educator with the bias of a psychologist" and offers 19 fundamentals for consideration.

1862. **May, E. O.** Comparison of rural and village pupils. *Illinois teacher*, 16: 6-7, 26-27, November 1927.

This study was made of the achievements of pupils from one county, Crawford county, Illinois.

1863. **Otis, Arthur S.** Some queer misconceptions regarding intelligence tests. *American school board journal*, 75: 42, 134, November 1927.  
A defense of the use of intelligence tests.
1864. **Pintner, Rudolf.** A new intelligence test for survey purposes. *Teachers college record*, 29: 18-23, October 1927.  
An attempt to construct "a very short test reliable enough for survey purposes and at the same time simple and unambiguous in scoring."
1865. **Walch, Roy H.** The use of mental tests in guidance. *Vocational guidance magazine*, 6: 97-111, December 1927.  
"Selected bibliography:" p. 109-111.
1866. **Walters, Fred. C.** A statistical study of certain aspects of the time factor in intelligence. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 82 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 248)  
Bibliography: p. 81-82.
1867. **Zyve, D. L.** A test of scientific aptitude. *Journal of educational psychology*, 18: 525-46, November 1927.

### EDUCATIONAL TESTS AND MEASUREMENTS

1868. **Blackstone, E. G.** Tests and measurements. Correlations. *Journal of commercial education*, 56: 309-10, 319, December 1927.  
The last of the series of articles dealing with statistical methods.
1869. **Burt, Cyril.** Mental and scholastic tests. With a preface by Sir Robert Blair. London, P. S. King and son., ltd., 1927. 432 p. 8°.
1870. **Heise, Bryan.** A study of the practice effect of tests. *American schoolmaster*, 20: 247-52, October 1927.  
A study of the practice situation in educational and mental tests.
1871. **Kelley, Truman Lee.** Interpretation of educational measurements. Yonkers-on-Hudson, N. Y., World book company [1927] xiii, 363 p. tables, diagrs. 8°. (Measurement and adjustment series, ed. by L. M. Terman)  
The purpose of this book is to offer certain guides in the interpretation of test scores and to reveal the errors involved—all with a view to a saner, a more widespread, and at the same time a more penetrating use of such measures.
1872. **Lincoln, Edward A.** . . . Beginnings in educational measurement. 2d. ed., revised. Philadelphia, London [etc.] J. B. Lippincott company, [1927] 159 p. 12°. (Lippincott's educational guides, ed. by W. F. Russell)
1873. **Madsen, I. N.** Standard tests and the improvement of teaching. Lewiston, Idaho, Lewiston State normal school, 1927. 31 p. 8°. (Lewiston State normal school bulletin, vol. 17, no. 4, February 1927)
1874. Objective achievement tests constructed and used in St. Louis. Report to the Superintendent of instruction by the Division of tests and measurements. *Public school messenger*, 25: 3-175, November 30, 1927.  
This report of the tests constructed and used by the Division of tests and measurements of the St. Louis public schools is intended as a guide in the future administration of these tests.
1875. **Orleans, Jacob S.** . . . Manual on the local construction and uses of objective tests. Albany, The University of the state of New York, 1927. 57 p. 12°. (University of the state of New York bulletin . . . no. 893 . . . February 1, 1928)

1876. **Sandiford, Peter.** A bibliography of intelligence and educational tests. *School* (Toronto) 16: 325-29, December 1927; 439-41, 481, January 1928.

Compiled with the Canadian situation in mind, to help inquirers among the Canadian teachers and administrators.

1877. **Tests and estimates for rating and promotion.** *American educational digest*, 47: 53-56, 77-78, October 1927.

Says: "A survey of forty states, representing approximately 2,500 school men, . . . reveals that 91 per cent of them are actively in favor of standard intelligence tests as factors of classification and promotion, etc."

1878. **Thurstone, L. L.** The unit of measurement in educational scales. *Journal of educational psychology*, 18: 505-24, November 1927. tables, diagrs.

One of a series of articles prepared by members of the staff of the Behavior research fund, Illinois institute for juvenile research, Chicago, Series B, no. 103.

1879. **Wallin, J. E. W. and Gilbert, Margery.** A brief educational attainment scale for clinical use. *Pedagogical seminary*, 34: 441-89, September 1927.

1880. **Wilson, G. M.** Measurements of history and civics. *American education*, 31: 10-16, 58-66, 103-108, September, October, November 1927.

Describes the Bell-McCollum test, the Van Wagenen tests, the Gregory tests, etc.

### INDIVIDUAL DIFFERENCES

1881. **Commins, W. D.** The effect of education on original differences. *Washington, D. C., The Catholic education press* [1927] 38 p. 8°. (The Catholic university of America. Educational research bulletins, vol. II, no. 7, September 1927)

"References": p. 37-38.

1882. **Corrigan, E. J. and Kennedy, J. Alexander.** A new plan of homogeneous grouping. *School review*, 35: 780-86, December 1927.

Report of plan used in the intermediate schools of Detroit, Mich.

1883. **Overholt, Mary Elizabeth.** Garber individual instruction program. *Oklahoma teacher*, 9: 5, 32, November 1927.

A description of the plan as administered throughout the whole school system of Garber, Oklahoma, including the junior and senior high school.

1884. **Ryan, W. Carson, jr.** Individual methods and the primary school teacher. *New era*, 8: 133-37, October 1927.

1885. **Wood, Will C.** A plea for individualized teaching. *Sierra educational news*, 23: 587-89, December 1927.

Excerpts from an address delivered at the meeting of California school superintendents, at Coronado.

### SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

#### PLATOON SCHOOL

1886. **Lovis, Marion.** The platoon school library. *Platoon school*, 1: 17-22, October 1927. illus.

Reprinted from the *Library journal*, January 1, 1927.

## WINNETKA SYSTEM

1887. **Logan, S. B.** A year on a progressive education front. Impressions of the Winnetka schools. *High school journal*, 10: 149-59, October 1927. illus.

A detailed description of the work carried on at Winnetka in the public schools, of which "individual instruction" is the keynote.

1888. **Washburne, Carleton and Baths, Louis E.** The high-school achievement of children trained under the individual technique. *Elementary school journal*, 28: 214-24, November 1927.

Discusses the work of the public schools of Winnetka, Ill.

## DALTON PLAN

1889. **Harriss, Mrs. E. H.** The Dalton plan in an Oklahoma school. *Oklahoma teacher*, 9: 8-9, November 1927.

A modified form of the Dalton plan, which is being tried out in the Jefferson school, in Muskogee.

1890. **Wanger, Ruth.** World history under the Dalton plan at South Philadelphia high school for girls. *Historical outlook*, 18: 383-90, December 1927.

Gives the outline of the course.

## RADIO

1891. **Bix, Evelyn E.** The use of radio as a device in the teaching of English. *English leaflet*, 26: 90-94, October 1927.

## VISUAL INSTRUCTION

1892. **Allen, H. S.** Pictures in visual education. *Sierra educational news*, 23: 469-72, 510, October 1927.

A description of the methods planned for a grammar school in San Francisco.

1893. **Farnsworth, Philo T.** The need of applying psychological principles to visual education. *Utah educational review*, 21: 192-93, 228, 231, December 1927.

1894. **Finegan, Thomas E.** An experiment in the development of classroom films. *New York state education*, 15: 239-44, December 1927.

1895. **Florida. University.** Visual instruction; motion picture films. *Gainesville, The University*, 1927. 16 p. 8°. (General extension division record, vol. 9, no. 5, November 1927)

A classified list of films, for loan and rental, adapted to the use of schools, churches and similar organizations. It is not always necessary for the organization to own a motion-picture machine to use the films, as "many school principals . . . arrange with the manager of their motion-picture theater to run them at a specified time for their students."

1896. **Johnson, William H.** Fundamentals in visual instruction. *Chicago, The Educational screen, inc.*, 1927. 104 p. 12°.

1897. **McAteer, Ercel C.** The influence of motion pictures on the mental development of children. *Educational screen*, 6: 409-10, 440, November 1927.

The first of a series of articles by this author to be printed simultaneously in this periodical and in the organ of the California congress of parents and teachers associations, with the permission of that association.

1898. **Mead, Cyrus D.** Visual *vs.* teaching methods—an experiment. *Educational administration and supervision*, 13: 505-18, November 1927. tables, diags., bibliog.

1899. **Pennsylvania. Department of public instruction.** Visual education and the school journey. Harrisburg, Department of public instruction [1927] 94 p. 8°. (Educational monographs, vol. 1, no. 6, September 1927)

Part 1 deals with sensory aids in the learning process; part 2 with the school journey, and part 3, the appendices, gives sources of free slides and films and requirements for showing motion pictures in schools.

1900. **Stecker, H. Dora.** Some desirable goals for motion pictures. A consideration of motion pictures, children, and community life. 1927. 360-370 p. 8°.

A paper read at the National conference of social work, Des Moines, May 1927.

#### PROJECT METHOD

1901. **Alberty, H. B.** A study of the project method in education. Columbus, The Ohio state university press, 1927. v, 111 p. 8°. (Ohio state university studies. Graduate school series. Contributions in principles of education, no. 2)

#### SPECIAL SUBJECTS OF CURRICULUM

##### READING

1902. **Carroll, Robert P.** An experimental study of comprehension in reading, with special reference to the reading of directions. New York city, Bureau of publications, Teachers college, Columbia university, 1926. 72 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 245)

1903. **Combs, M. L.** Technique in teaching reading. *Virginia journal of education*, 21: 171-75, December 1927.

1904. **De May, Amy J.** Should oral reading instruction be discarded? *Journal of educational method*, 7: 120-26, December 1927.

An argument for more oral reading study in our schools.

1905. **Dolch, Edward William.** Reading and word meanings. Boston, New York [etc.] Ginn and company [1927] v, 129 p. tables. 8°.

Believing that the fundamental problem involved in language is that of word meanings, the writer seeks to analyze this portion of the field. That the study may be as concrete as possible, it has been combined, first, with an analysis of a set of school readers with regard to word meanings contained, and second, with tests showing how well the children in the school had learned these meanings.

1906. **Royster, Salibelle.** Abilities necessary for effective reading in the upper grades. *Progressive teacher*, 34: 16, 38-39, December 1927.

Teaching reading is discussed, not only the value of mechanics, and word-calling, but com prehension, silent-reading ability, involving speed, accuracy, literary appreciation, etc.

1907. **Samuelson, Samuel E. and Begliner, Nina Joy.** Mechanics of reading. A series of drills for adults. New York, Chicago [etc.] C. Scribner's sons [1927] 181 p. illus. 12°.

1908. **Wagstaff, W. L.** An interesting experiment—silent reading and comprehension. *National education (New Zealand)* 9: 389-90, October 1, 1927.

An account of an investigation conducted at the Central school, New Plymouth, the object being to obtain some data on the relationship of speed in silent reading to comprehension.

1909. **Whiteside, Agnes L.** The problem of reading in the first grade. *Peabody journal of education*, 5: 135-45, November 1927.

Bibliography: p. 145.



1910. **Wiley, J. A.** Silent reading and study objectives and principles; a survey discussion of the objectives and psychological principles involved in the whole field of silent reading and study. Cedar Falls, Ia., Iowa state teachers college [1927] xiii, 308 p. 12°.

## SPELLING

1911. **Breed, Frederick S.** How to teach spelling—II. The gradation of words. III. Organization of lesson materials. Normal instructor and primary plans, 37: 30, 79-80, November; 22, 68, December 1927.
1912. **Horp, Ernest.** Present and future spelling needs of children. Alabama school journal, 45: 3, 5, November 1927.
1913. New York State regents word list. Interstate bulletin, 3: 13-16, November-December 1927.

Gives the first 1000 of the 4000 words selected by A. E. Refall, for a reading vocabulary, and used as a basis for the New York State regents literacy test.

## ENGLISH AND COMPOSITION

1914. **Abell, Harriet.** New and old ideas for teaching English literature. English journal, 16: 786-94, December 1927.
1915. **Agatho, Brother.** The lesson plan in the teaching of freshman English in high school. Catholic school interests, 6: 345-47, October 1927.  
Discusses the value of the lesson plan, the assignment, outside reading, etc.
1916. **Conrad, Lawrence H.** Descriptive and narrative writing. With an editorial introduction by Robert Mors Lovett. Boston, New York, [etc.] Houghton Mifflin company [1927] xi, 280 p. 12°.
1917. **Coryell, Nancy Gillmore.** An evaluation of extensive and intensive teaching of literature; a year's experiment in the eleventh grade. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 201 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 275)
1918. **Fries, Charles C.** The teaching of the English language. New York, Thomas Nelson and sons, 1927. 187 p. 12°. (Nelson's English series)  
The modern scientific view of language is interpreted in this book in a practical way for teachers. It presents not only a criticism of the older views and practices, but also offers the principles of a constructive program and defines the objective of such teaching. It does not offer a detailed program for the study of English, but aims primarily to provide guiding principles of teaching.
1919. **Furr, William A.** Method in language and grammar (elementary grades) Indianapolis, The Bobbs-Merrill company [1927] 291 p. 12°.  
Bibliography: p. 278-91.
1920. **Hood, Lulu M.** Finding and forming creative material. English leaflet, 26: 104-15, November 1927.  
Discusses the subject as applied to literary power.
1921. **LaBrant, Lou and Salvason, Edyth M.** The check sheet as an aid in the correction of errors in written composition. Bulletin of education (University of Kansas) 1: 3-6, December 1927.
1922. **Mackintosh, Helen K.** Removing drudgery from the memorization of poetry. Elementary English review, 4: 297-300, December 1927.  
Discusses the problem of teaching poems for memorization in elementary schools.

1923. **Norvell, George W.** Beaumont's Better-English campaign. *English journal*, 16: 682-87, November 1927.

Describes a Better-English campaign put on as a contest, represented by essays, posters, stunts, editions of the school paper, a play, etc., in the high school of Beaumont.

1924. **Potter, Walter H. and Touton, Frank C.** . . . Achievement in the elimination of errors in the mechanics of written expression throughout the junior-senior high school. Los Angeles, University of Southern California, 1927. 24 p. 8°. (University of Southern California. Studies, 2d ser., no. 3)

1925. **Smith, Nila Banton.** The present situation in phonics. *Elementary English review*, 4: 278-81, November; 303-307, December 1927.

1926. **Thomas, Charles Swain.** The teaching of English in the secondary school. Rev. ed. Boston, New York [etc.] Houghton, Mifflin company [1927] xxii, 604 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

In this new edition the general theory on which this text was founded 10 years ago remains intact. The newer portions are largely in the nature of amplifications. A separate section is now devoted to spelling. Another new chapter takes up the topic of scales and measures. Suggestions for précis writing are included, and a fuller bibliography and a list of study questions have been added for each chapter.

1927. **Webster, Edward Harlan.** Teaching the vivid sentence. *English journal*, 16: 778-85, December 1927.

Work done in a junior high school English class.

#### JOURNALISM

1928. **Blue, Hilda Page.** The organization and training of a college newspaper staff. *Virginia teacher*, 8: 210-14, July 1927. tables.

Gives a list of college newspapers in Virginia, the requirements that editors and business managers meet, training of the staff, etc.

1929. **Noyes, Maxim.** Journalism—ethical and actual. *New student*, 7: 5-8, December 7, 1927.

Discusses courses in journalism, schools of journalism, and problems connected with them.

1930. **Smith, Mary G.** Journalism and the high-school student. *Virginia teacher*, 8: 214-16, July 1927.

Discusses conditions in Virginia high schools.

1931. **Sturgeon, Margaret E.** Sending the school newspaper to press. *Illinois association of teachers of English bulletin*, 20: 1-10, November 1, 1927.

Discusses the high school newspaper in all of its phases.

#### ANCIENT CLASSICS

1932. **Clarke, Mary V.** Latin in junior high school. *Classical journal*, 23: 183-91, December 1927.

Writer says that junior high Latin will never be properly settled until a national committee is selected from junior high teachers and administrators to make definite requirements.

1933. **Green, T. Jennie.** Special methods courses in the teaching of Latin. *Classical journal*, 23: 121-30, November 1927.

1934. **Jeffords, Clyde B.** The evolution of Latin-teaching. *School review*, 35: 576-98, October 1927.

Says that our present Latin syllabus is a compromise. It is too technical for general training and too superficial for specialization.

1935. **Macphee, E. D.** The values of the classics. *School (Toronto)* 16: 111-20, October 1927. tables.

A paper read before the Classical section of the Ontario educational association, April 1927.

## MODERN LANGUAGES

1936. **New England modern language association.** Bulletin, vol. XVII, December 1927. Boston, Pub. by the Association, 1927. 124 p. 8°. (Michael S. Donlan, secretary-treasurer, Dorchester high school for boys, Boston, Mass.)
- Contains: 1. Roy Davis: Literature in the nominative case, p. 3-13. 2. George R. Coffman: Modern curricula with special reference to the place and value of modern languages, p. 13-25. 3. Victor A. C. Henmon: The modern foreign study and its problems, p. 26-37. 4. W. B. Snow: A modern foreign language as a life possession, p. 37-49.
1937. **American and Canadian committees on modern languages.** Publications. Vol. one: New York experiments with new-type modern language tests, by Ben D. Wood. Vol. two: A laboratory study of the reading of modern foreign languages, by G. T. Buswell. New York, The Macmillan company, 1927. 2 v. illus., tables, diags. 8°.
- Volume one of this series includes reports of three studies—a survey of modern language achievement in the junior high schools of New York city, June, 1925; the Regents experiment of June, 1925, with new-type tests in French, German, Spanish, and physics; a second survey of modern language achievement in the junior high schools of New York city, June, 1926. The new-type examinations described in volume one were devised at Columbia university, and a marked superiority in accuracy and economy of operation is claimed for them over the old-type Regents examinations and those of the College entrance examination board. The careful study of reading reported in the second volume was made with the technique of the educational psychologist, and its results are presented for the use of the modern language specialist.
1938. **Anderson, M. M.** The supervision of modern languages from the objective standpoint. *American education*, 31: 20-25, September 1927.
- A discussion of tests and testing, offering the suggestions made by Professor Handschin as to what an objective test ought to be.
1939. **Blakey, Ruth.** The use of prognostic tests in modern language. *School review*, 35: 692-98, November 1927.
- Study of conditions in the high school at Okmulgee, Okla. Says that if prognostic or mental-ability tests are used, many pupils will be saved from a year of failure and discouragement in a modern language, and the efforts of teachers will be spared for the more capable pupils.
1940. **Bratt, Walter E.** Modern foreign languages in our high schools. *South Dakota education association journal*, 3: 147-49, November 1927.
- "The ability to read the language of other peoples, to think and feel with them, makes us sympathetic and tolerant."
1941. **Buchler, Walter.** The importance of Chinese as a modern language. *Modern languages*, 9: 18-21, October 1927.
1942. **Doyle, Henry Grattan.** The modern foreign languages in American education. *School and society*, 26: 599-603, November 12, 1927.
1943. **Eaton, Helen S.** The educational value of an artificial language. *Modern language journal*, 12: 87-94, November 1927.
- A discussion of the value of Esperanto.
1944. **Fife, Robert Herndon, chairman.** The modern foreign language study in the United States. *Educational record*, 8: 251-65, October 1927.
- The report of the chairman at the final meeting of the Committee on direction and control, held jointly with the Canadian committee on foreign languages, Toronto, September 15-17, 1927.
1945. **MacMahon, Robert Cecil.** Comenius and the open door to languages. *Publishers' weekly*, 112: 1889-91, November 19, 1927.
1946. **Simmons, C. A.** The psychology of foreign language teaching. *Modern languages* (London) 9: 35-40, December 1927.

1947. **Texas. Department of education.** . . . The teaching of Spanish, German and French. [Austin, 1927] 81 p. 8°. (Bulletin, no. 230 vol. III, no. 8, November 1927)
1948. **Tharp, James B.** Sectioning classes in Romance languages. *Modern language journal*, 12: 95-114, November 1927.

Sectioning classes on the basis of ability and its procedure at the University of Illinois.

1949. **Wood, Ben D.** Questionnaire study of 5,000 students of French in New York state high schools. *Modern language journal*, 12: 1-18, October 1927.

This study was made possible by a grant from the Commonwealth fund, the Carnegie corporation, and the Modern foreign language study, and by the cooperation of the Examinations and Inspections divisions of the New York state department of education and the research staff in the office of the Dean of Columbia college.

#### MATHEMATICS

1950. **Boston. School committee.** Course of study in mathematics for the industrial curriculum in high schools. Boston, Mass., Printing department, 1927. 22 p. 8°. (School document no. 3, 1927)
1951. **Clark, John E.** Annual survey of textbooks and related publications in mathematics. *Journal of educational method*, 7: 87-92, November 1927.
- Discusses the subject under six headings: Textbooks in arithmetic, Textbooks for the junior high school, Textbooks for the senior high school, Practice materials and tests, Professional literature, Scientific studies and investigations.
1952. **Cowley, E. B.** Some suggestions on the technique of teaching plane geometry. *Mathematics teacher*, 20:370-74, November 1927.
- An account of the methods used in eight high school classes in plane geometry.
1953. **Harap, Henry.** Mathematics for the consumer. *Educational review*, 74: 162-67, October 1927.
- A plea for the usefulness of practical mathematics in everyday life.
1954. **Hatton, Caroline and Smith, Doris H.** "Falling in love with Plain Geometry." *Mathematics teacher*, 20: 389-402, November 1927.
- A comedy in two acts, copies of which may be obtained from the authors, 537 West One hundred and twenty-first Street, New York, N. Y., for 40 cents each.
1955. **Immaculata, Sister M.** Disability in problem-solving arithmetic. *Catholic educational review*, 25: 460-71, October 1927.
- Discusses the diagnosis of individual difficulties, and how to proceed with such cases in arithmetic classes.
1956. **Malsch, Fritz.** The teaching of mathematics in Germany since the war. *Mathematics teacher*, 20: 355-69, November 1927.
- Translated by Professor Ralph Beatley, of Harvard university.  
Bibliography of material in the German language on pages 368-69.
1957. **New York (State) University.** . . . A tentative syllabus in junior high school mathematics. Albany, The University of the state of New York press, 1927. 77 p. 8°.
1958. **Nordgaard, Martin.** An earlier place for the calculus in the curriculum. *Mathematics teacher*, 20: 321-27, October 1927.
- Discusses the question of introducing this subject in the form of an introductory course in the high school senior year, and the freshman college year.
1959. **O'Brien, F. P.** Improvement of instruction in arithmetic. *Bulletin of education (University of Kansas)* 1: 3-42, October 1927. tables, charts.
- A special number of the periodical devoted entirely to the above paper.

1960. **Otto, Henry J.** Remedial instruction in arithmetic. *Elementary school journal*, 28: 129-33, October 1927.

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1961. **Rabourn, Sara B. F.** A few class-room devices to stimulate interest in mathematics. *Mathematics teacher*, 20: 328-33, October 1927.

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1962. **Reeve, W. D.** Curriculum problems in secondary mathematics. *Educational outlook* (University of Pennsylvania) 2: 25-30, November 1927.

Discusses problems relating to the pupil, the teacher, and the content of the course.

1963. **Sanford, Vera.** The history and significance of certain standard problems in algebra. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 102 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 251)

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1966. **Bowers, W. G.** Why use textbooks in teaching elementary chemistry? *School science and mathematics*, 27: 961-68, December 1927.

Discusses the question because of the custom of college professors to use the lecture system with freshmen, as well as the custom for teachers to follow their own outline of subject matter, the popular interest in library reading, and the growing tendency toward laboratory work.

1967. **Carpenter, W. W.** Certification requirements of teachers of secondary school science in certain southern and border states. *School science and mathematics*, 27: 929-36, December 1927.

1968. **Cattell, J. McKeen.** The origin and distribution of scientific men. *Science*, 66: 513-16, November 25, 1927.

A brief summary of some of the findings of the fourth edition of the Biographical directory of American men of science, published in December 1927.

1969. **Charters, Jessie Allen.** Some contributions of the sciences to the training of children. *Religious education*, 22: 821-26, October 1927.

The writer is extension instructor in parent education, University of Chicago.

1970. **Claire, Sister M.** Are you reorganizing your course in general science? *Catholic school interests*, 6: 403-5, 418-19, 421, November 1927.

Gives a list of books used, outlines and diagrams of subjects and text, tabular presentation of aims of authors, comparative consideration of laboratory exercises, field trips, projects and problems.

1971. **Craig, Gerald S.** Certain techniques used in developing a course of study in science for the Horace Mann elementary school. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 73 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 276)

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1972. **Cureton, Edward E.** Junior high school science. School review, 35: 767-75, December 1927.  
Aims to discover some fairly valid and reliable basis for the selection and evaluation of materials for text books and courses of study in junior high school science.
1973. **Downey, June E.** The kingdom of the mind. New York, The Macmillan company, 1927. ix, 207 p. illus., diags. 12°. (Young people's shelf of science, ed. by Edwin E. Slosson)  
The Young People's Shelf of Science series aims to present modern views of the several sciences in a comprehensive and attractive form for people in their teens and over. This volume by Dr. Downey, professor of psychology in the University of Wyoming, is designed to teach a boy to know himself, as Socrates advised.
1974. **Foster, Laurence F.** Bacteriology: a new high school science. University high school journal, 7: 238-70, November 1927. illus.  
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1976. **Haub, Hattie D. F.** Students' research work in high-school chemistry. Journal of chemical education, 4: 1241-59, October 1927.  
Bibliography: p. 1255-59.
1977. **Himebaugh, Oscar.** A vocabulary study of the English and metric units of measure used in secondary-school science textbooks. Educational research bulletin (Ohio State university) 6: 339-42, November 9, 1927. tables.
1978. **Jennison, H. M.** Improvement in examination technique for teachers of botany. School science and mathematics, 27: 832-43, November; 944-51, December 1927.  
Discusses various types of objective tests, offers something in the way of improvement of the written examination, and compares the essay type with the newer objective type.
1979. **Kirkwood, J. E.** Botany in high school and college. School science and mathematics, 27: 913-18, December 1927.  
Read before the meeting of the Inland empire science teachers association, Spokane, April 1927.
1980. **Obourn, Ellsworth S.** The science demonstration in the junior-senior high school. General science quarterly, 12: 305-17, November 1927.  
Part II-A, discusses the Organization of the demonstration, and Part II-B, the Presentation of the demonstration.
1981. **Odell, Charles W.** Scales for rating pupils' answers to nine types of thought questions in general science. General science quarterly, 12: 317-28, November 1927; 382-90, January 1928.
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1983. **Stubbs, Morris F.** The place and problems of chemistry in the high-school curriculum. School science and mathematics, 27: 741-48, October 1927.
1984. **Turner, Thomas W.** The curriculum and aims in biological teaching. School science and mathematics, 27: 681-90, October 1927.  
The author gives his reasons for urging a complete recasting and reorganizing of this part of the curriculum.

1985. **Zyve, D. L.** A test of scientific aptitude. *Journal of educational psychology*, 18: 525-46, November 1927.

## NATURE STUDY

1986. **Voight, Hildred.** Insects—a nature project. *Primary education—Popular educator*, 45: 192-93, 222, 224, 230, 235, November 1927. illus.

## GEOGRAPHY

1987. **Amoss, H. E.** Type lessons in geography. *School (Toronto)* 16: 339-44, December 1927.

White coal; for grades V and VI.

1988. **Fairbanks, H. W.** Can the educational value of real geography in the junior high school be replaced by any other subject or combination of subjects. *Journal of geography*, 26: 287-93, November 1927.

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1989. **Marshall, Mrs. Elizabeth J.** Teaching geography. *West Virginia school journal*, 56: 74-76, November 1927.

Discusses six objectives in geography teaching, and seven points to be observed as pedagogic principles.

1990. **Benner, G. T. jr.** Contribution of geography to vocabulary. *Journal of geography*, 26: 263-69, October 1927.

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1991. **Shirling, Albert E.** Some geography correlations in fourth grade. *Journal of geography*, 26: 277-80, October 1927.

## SOCIAL STUDIES

1992. **Bain, Bead.** The study of sociology in high schools. *Historical outlook*, 18: 377-83, December 1927.

"This outline is intended to aid teachers in organizing a high school sociology course somewhat different from the ordinary textbook courses now given."

1993. ——— The teaching of the social sciences in Washington high schools. *School and society*, 26: 754-58, December 10, 1927.

The data for this paper were obtained from questionnaires submitted to the teachers of accredited high schools in the state of Washington.

1994. **Barrett, Lynn M.** Suggestions and materials for teaching England's responsible ministry type of modern government. *University high school journal*, 7: 191-237, November 1927.

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1995. **Christopherson, E. D.** The newspaper in high-school history classes. *School review*, 35: 612-16, October 1927.

1996. **Dahl, Edwin J.** Choosing a textbook in the senior high school social sciences. *School review*, 35: 621-26, October 1927.

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1997. **Dann, M. L.** Ancient history in a world history course in secondary schools. *Historical outlook*, 18: 322-24, November 1927.

Thinks that the really significant doings and strivings of ancient peoples of genius and imagination when appreciatively interpreted and made to glow with interest and human meaning, are the stuff out of which educative teaching of ancient history may be made.

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1999. **Gambrill, J. Montgomery.** The new world history. Historical outlook, 18: 265-87, October 1927.  
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2000. **Hubbell, Paul E.** Honor courses in history. American schoolmaster, 20: 257-63, October 1927.  
The writer thinks that "the plea for an advanced method for talented students is logical."
2001. **Landman, Jacob H.** Phonographic records as an aid in the teaching of American history. School review, 35: 681-85, November 1927.  
Presents a catalog of American folk-music for classroom teaching, bearing on various periods of American history, such as Indian America, Revolutionary period, Civil War, etc.
2002. **Langdon, Amanda.** Economics in business and in our school. Bulletin of high points in the work of the high schools of New York city, 9: 7-10, December 1927.  
Questions whether the schools interpret their obligation in terms of the business world of today, or in terms of courses of study developed with too strong emphasis on theory rather than on the actual problems of the economic and social problems of today.
2003. **Lynd, Robert S.** What are "social studies"? Teachers journal and abstract, 2: 493-96, September 1927.
2004. **Malone, Thomas J.** History texts and American-Canadian amity. Historical outlook, 18: 373-77, December 1927.
2005. **Morton-Finney, J.** The technique of the history assignment. Historical outlook, 18: 268-72, October 1927.  
Discusses the assignment from the viewpoint of the teacher, the pupil, the form of the assignment, its extent, the assignment and study, the assignment and the recitation, the time of the assignment, and the assignment and the recitation summary.
2006. **National council for the social studies. Committee on the training of high-school teachers of the social studies.** Report, February 1927. Educational administration and supervision, 13: 476-84, October 1927.
2007. **Ogburn, William Fielding, and Goldenweiser, Alexander, eds.** The social sciences and interrelations. Boston, New York [etc.] Houghton Mifflin company [1927] viii, 506 p. 8°.  
This work aims to present an integral picture of the present interrelations of the social sciences, with particular reference to the United States, and to set forth the potentialities for future developments. The prevalence of specialization in individual social sciences emphasizes the need for a manual like this to orient the student in a comprehensive view of the entire field.
2008. **Patterson, S. Howard.** The teaching of economics and other social sciences in the senior high school. Educational outlook (University of Pennsylvania) 2: 15-24, November 1927.  
Discusses methods of teaching, what to teach, the curriculum, time allotment, training of the teacher, etc., in brief paragraphs.
2009. **Practical teaching methods; drawn from the experience of successful teachers.** Historical outlook, 18: 328-36, November 1927.  
Contains: Some methods of visualizing history, by Ella Wiberg and Bertha Elston; The high school museum, by Russell Colbert; Music and pictures as auxiliaries in the teaching of history, by R. C. Werner; A plan for student government . . . based on the Constitution, by E. S. Noyes; Socializing the newspaper, by J. J. Lewis; Making history real by dramatization, by Nancy M. Batman; Reports for collateral reading, by P. R. Schreiber.



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2011. **Zeleny, Lealie D.** Teaching sociology by a discussion group method. *Sociology and social research*, 12: 162-72, November-December 1927.
2012. **Zimmerman, Regina.** A working plan of teaching how to study. *Educational review*, 74: 168-71, October 1927.  
Plan based on history study. Says that history is "the one subject in which lack of effective methods of self-help seems most apparent."

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2013. **Hyde, Richard E.** A high-school course in psychology. *Education*, 48: 175-79, November 1927.  
Says that the teacher-training colleges must meet the demand for teachers of psychology in secondary schools.
2014. **Pace, Edward A.** The teaching of philosophy. *In American Catholic philosophical association. Proceedings*, 1927. p. 20-29.
2015. **Peterson, Joseph.** Equipment for the teaching of psychology. *Psychological review*, 34: 472-86, November 1927.
2016. **Sanborn, Herbert C.** The function of philosophy in liberal education. *Social science*, 2: 399-412, August-September-October 1927.

## MUSIC

2017. **Dykema, Peter W.** Evaluating music. *Teachers college record*, 29: 181-93, December 1927.  
Examines the points of view of four classes of questioners, the sociologists, the school men, the parents or ordinary citizens, and the music educators.
2018. **French, Arthur Edgar.** The function of music in education. *Journal of education*, 106: 274-75, September 26; 383-84, October 24; 636-37, December 26, 1927.
2019. **Isaacs, I. Harry.** A proper technique for the successful administration of music in the small high school. *Ohio teacher*, 48: 57-59, October 1927.
2020. **Lindsay, George L.** The production of a school operetta. *Philippine education magazine*, 24: 316, 326-27, November 1927.  
From the Etude.
2021. **Maddy, J. E.** More music in the schools. *Journal of the National education association*, 16: 237-38, November 1927.  
"Excepting possibly the mother tongue, no other subject is so rich in educational uses as music."
2022. ———. *School bands. How they may be developed.* 2d ed. New York, National bureau for the advancement of music, 1927. 32 p. 8°.  
Prepared for the Committee on instrumental affairs of the Music supervisors' national conference.
2023. **Mursell, James L.** Principles of musical education. New York, The Macmillan company, 1927. xvi, 300 p. 8°. (Experimental education series, ed. by M. V. O'Shea)  
These pages present a comprehensive study of the methods, the aims, and the agencies of musical education, based on our current scientific knowledge of the psychology of music.
2024. **Reed, E. M. G.** A visit to a famous choir school. *Music and youth*, 3: 80-82, December 1927. illus.  
Discusses How the school works, Early years of the school, An interesting choir room, A unique ceremony, etc.

2025. **Weatherly, Josephine.** Socialization of music. *Education*, 48: 23-30, October; 163-74, November 1927.

Says that the aim of instruction should be to cultivate an appreciation of music and to prepare the child for participation in home and community musical activities and to give him ways of spending his leisure time.

## ART EDUCATION

2026. **Eastern arts association.** Proceedings, eighteenth annual meeting, held at Philadelphia, Pa., April 20-23, 1927. 199 p. 8°. (F. E. Mathewson, secretary, Jersey City, N. J.)

Contains: 1. Homer Saint-Gaudens: The value of art in education, p. 9-25. 2. Martha Groggel: How industrial and fine arts may enrich the curriculum, p. 36-41. 3. Walter H. Klar: Correlation of art with other academic subjects, p. 42-47. 4. George T. Cox: Correlation of art and industry, p. 48-55. 5. Merton C. Leonard: Possibilities of commercial education in continuation schools, p. 63-66. 6. Owen D. Evans: Adult education and young workers, p. 66-73. 7. Wesley A. O'Leary: Trade apprenticeship, p. 79-86. 8. Charles L. Spain: Advantages and limitations of specialization in elementary schools, p. 101-109. 9. Hughes Mearns: The creative impulse in children and in adults, p. 109-18. 10. Flora L. Enright: The significance of the creative experience, p. 119-38. 11. Lillian M. Gilbreth: Education and the new industrial day, p. 149-57. 12. Z. E. Scott: The place of the arts in public education, p. 158-62.

2027. **Carrington, George Oscar.** Teaching art to the talented student. *School-arts magazine*, 27: 213-16, December 1927.

"An interpretation of chapters VII and VIII of Kilpatrick's 'Foundations of method' in terms of art teaching."

2028. **Cox, George J.** The correlation of art and industry. *Teachers college record*, 29: 101-8, November 1927.

An attempt to indicate a correlation, without which cooperation between art and industry will always remain incomplete.

2029. **Grinstead, Frances.** Artist vocations. *School-arts magazine*, 27: 231-34, December 1927.

Describes a number of vocations open to the person of artistic inclinations, and the preparation for them.

2030. *School-arts magazine*. Indian number. vol. xxvii, no. 3, November 1927.

This issue of the magazine is devoted to art of the Indians, and contains: Indian art for Indian schools, by K. M. Chapman; On the trail of the Indian artist, by P. J. Lemos; Schools for the Indian children, by H. L. Morrison; Art in dress, by Miss Jimmie Otten; Cultivating the baby artist, by B. M. Wadsworth; A good supervisor of art, by B. M. Wadsworth; etc.

2031. **Winslow, Leon L.** Art is industrial as well as fine. *Journal of education*, 106: 520-22, November 28, 1927.

A plea for: 1, properly emphasizing in school systems both the general and vocational aspects of art, 2, thoughtfully selecting and thoroughly organizing all teaching material, and 3, presenting the material according to the best educational methods.

## DRAMATICS AND ELOCUTION

2032. **Daley, Marian E.** A one-act play for Book week. *Primary education—Popular educator*, 45: 182-83, 185, November 1927.

This play won first prize in Children's book-week contest, and was written by Patricia Winsby and Phyllis Brooks, and others.

2033. **Drama and the liberal arts.** *Quarterly journal of speech education*, 13: 375-99, November 1927

A symposium in three parts. Part I, by Brand Blanshard; Part II, by Philip M. Hicks; and Part III, by Robert E. Spiller.

2034. **Dramatizations for children.** Suitable for use in connection with Book-week celebrations. A select list compiled by the office of the Supervisor of work with schools, The New York Public library. Publishers weekly, 112: 1478-80, October 15, 1927.

Gives a list of Book-week plays, a collection of book plays, fairy-tale plays, dramatizations of myths, Robin Hood plays, Bible plays, and single dramatizations.

2035. **Harris, Mabel Arundel.** Dramatization in forming the child's literary taste. American childhood, 13: 14-16, 57-58, November 1927.

2036. **Mangun, Vernon L.** Debating: sophism institutionalized. Educational review, 74: 195-200, November 1927.

Declares that debating ought to be conducted as problem teaching is conducted. Motivation through an excessive appeal to emulation or rivalry has long been questioned.

2037. **The mind-bedevelopment caused by debates.** Educational review, 74: 155-61, October 1927.

A criticism of high-school and college debates.

2038. **Speech number.** Journal of expression, vol. 1, no. 2, September 1927.

Contains: 1. Sarah T. Barrows: Phonetics as a dispeller of illusions, p. 113-18. 2. Frederick Martin: Stammering, p. 118-23. 3. R. H. Gault: Drafting the sense of touch in the cause of better speech, p. 126-31.

#### HANDWRITING

2039. **Bushman, Lillian.** Primary handwriting—its joyful appeal to young children, when taught by teachers who know how. American penman, 45: 81-82, November 1927.

2040. **Freeman, Frank N.** A course of study in handwriting. For grades four, five, and six. Business educator, 33: 19-21, 26, September; 19-21, October; 19-20, November 1927.

Weekly outlines are given.

2041. **Gaither, F. F.** The "life" way in penmanship. Educational review, 74: 209-12, November 1927.

Gives an experience with penmanship in the University of Oklahoma high school.

2042. **Hiles, Leta Severance.** The new course of study. American penman, 45: 114-15, December 1927.

The first of a series of articles to end in the June, 1928, issue, discussing the teaching of penmanship in the elementary grades and junior high school.

2043. **Peterson, John Oswald.** Tendencies in handwriting. Journal of the National education association, 16: 281-82, December 1927. illus.

#### SAFETY

2044. **School fires.** Quarterly of the National fire protection association, 21: 414-92, October 1927. illus.

Describes and illustrates famous school disasters, with a comprehensive analysis including tables of causes, classes of buildings, etc.

2045. **Voight, Hildred.** The restraint of fire. Primary education—Popular educator, 45: 106-07, October 1927.

Gives short play, a Take-head alphabet, and Thirty fire rules, to use in a program for Fire prevention.

## THRIFT

2046. **Conference on thrift education.** Proceedings of Conference on thrift education, Philadelphia, June 29, 1926. 51 p. 8°.

Published through the courtesy of The American society for thrift, 9 East 46th Street, New York city.

Contains: 1. Arthur H. Chamberlain: The spread of thrift instruction. Results of a nation wide study of thrift teaching in 425 city school systems, p. 5-14. 2. Edwin C. Broome: Views from Philadelphia, p. 15-19. 3. Lulu A. Grogan: School thrift in Duluth, p. 20-24. 4. Orrin C. Lester: Experiences of a savings bank official, p. 25-30. 5. Florence Barnard: Thrift in Massachusetts, p. 31-33. 6. Ella C. Porter: The conservation of our nation's most valuable asset, p. 34-38. 7. Avery J. Gray: The Los Angeles course of study in thrift, p. 39-42. 8. William M. Davidson: Development of thrift teaching, p. 43-45.

2047. **Albig, W. Espey.** School savings—a misnomer. American educational digest, 47: 152-54, December 1927.

2048. **Morrison, J. Cayce.** School savings banks from the viewpoint of parents and children. Educational administration and supervision, 13: 489-94, October 1927.

After an examination of 6,000 papers written by pupils, parents and teachers for this study, the writer emphasizes the value of school savings banks as a means of teaching thrift.

## PRINTING

2049. **Lampe, F. C.** School printing in the United States. [n. p., 1927] 43 p. plates. 12°.

Reprinted from Industrial arts magazine, 1927.

## KINDERGARTEN AND PRE-SCHOOL EDUCATION

2050. **California kindergarten primary association.** Biennial report, January 1, 1926-December 31, 1927. 44 p. 8°. (Miss Lavinia McMurdo, corresponding secretary, 116 Frederick Street, San Francisco, Calif.)

Contains: 1. Report of research committee on the nursery school, p. 20-22. 2. Report of the research committee on teacher training, p. 24-27. 3. Report of committee on administrative and supervisory problems, p. 28-38.

2051. **Canty, Margaret.** Kindergarten activities. American childhood, 13: 16-20, 73, December 1927.

Gives a list of stories, songs, rhythms, music, plays, and projects, including a Christmas project, Post-office project, Grocery-store project.

2052. **Fiske, Ellen M.** The old and new method in the kindergarten. Boston teachers news letter, 16: 11-14, December 1927.

"By one who taught for many years under the old regime, but who can never cease to be grateful for the joy she has experienced as an explorer in the new."

2053. **Gesell, Arnold, and Lord, Elizabeth Evans.** A psychological comparison of nursery school children from homes of low and high economic status. Pedagogical seminary, 34: 339-56, September 1927.

2054. **Greene, Harry A.** The kindergarten and school progress. Chicago schools journal, 10: 58-65, October 1927. tables.

2055. **Hearn, Winifred J. and Richardson, Frank H.** The preschool child and his posture. Trained nurse and hospital review, 79: 637-42, December 1927.

2056. **Hill, Patty Smith.** Preschool education as a career. Journal of the National education association, 16: 209-10, October 1927.

2057. **James, Isobel N.** . . . Sticklaying. Oxford, Oxford university press, H. Milford, 1927. 127 [1] p. 8°. (The play-work series, book I)

2058. **McLaughlin, Katherine L.** The University nursery school as a cooperative project in research. *Journal of delinquency*, 11: 181-83, September 1927.
2059. **Bisser, Faye and Elder, Harry E.** Kindergarten training and success in the elementary school. *Indiana teacher*, 72: 8-10, November 1927.  
Draws four general conclusions in favor of kindergarten training.
2060. ——— The relation between kindergarten training and success in the elementary school. *Elementary school journal*, 28: 286-89, December 1927.  
Study based on investigations made in the first five grades of the Monticello and Union township public schools of Monticello, Ind.
2061. **Butledge, B. E.** The organization of kindergartens in large cities. *Educational administration and supervision*, 13: 345-50, November 1927.  
A survey of certain phases of kindergarten organization made by the Bureau of curriculum development, research, and guidance of the Oakland (Calif.) public schools.
2062. **San Francisco public schools.** Furnishing the setting for an activity program, in kindergarten and primary grades. San Francisco, Donaldson printing company, 1927. 24 p. illus., diags. 8°.
2063. **Shaw, Martha.** The baby goes to school. *Pittsburgh school bulletin*, 21: 73-80, November 1927.  
Reprinted from the Forecast.
2064. **Temple, Alice.** The kindergarten-primary unit. *Michigan education journal*, 5: 223-25, 233, December 1927.  
The question discussed is "How can we make the period covered by these years more nearly the educational unit that it should be?"
2065. **Wrinch, Muriel.** Your children; some chapters on early home teaching and training with suggestions for first lessons. London, Williams and Norgate, limited, 1927. 251 p. 12°.

### ELEMENTARY EDUCATION

2066. **Michigan education association.** Department of elementary school principals. First yearbook. Studies in the elementary school principalship. Lansing, Michigan education association, 1927. 96 p. 8°. (Edna M. York, secretary, Grand Rapids, Mich.)  
Contains: 1. S. A. Courtis: Possibilities and potentialities in measuring the work of a principal, p. 9-17. 2. Amelia D. Young: The organization of the school for work, p. 18-20. 3. Jean Lannin: An experiment in grouping, p. 20-22. 4. Paul C. Stetson: The principalship an administrative problem, p. 23-31. 5. Ada A. Fuller: The small elementary school needs a clerk, p. 31-34. 6. E. H. Drake: The principal and the professional growth of his staff, p. 38-41. 7. George C. Kyte: The elementary school principal as a builder of teaching morals, p. 44-52. 8. Grace Carley: The principal and the teacher, p. 52-58. 9. Jessie Albert: The principal and the special activities of the school, p. 59-64. 10. Charles L. Spain: The principal as a community leader, p. 67-70. 11. Charl O. Williams: The principal and the new education bill, p. 75-85. 12. Jessie M. Fink: Bibliography, recent publications on the elementary school principalship, p. 88-91.
2067. **National council of primary education.** *Bulletin*, vol. 10, no. 4, April 1927. Being combined reports of the meetings of June, 1926, and March, 1927, on the subjects, What factors further creative development in public school organization, and What factors hinder creative development in public school administration . . . The effects of informal teaching upon the emotional life of children. (Miss Alta Adkins, secretary, Board of education, Hammond, Ind.)

**2068. National education association. Department of elementary school principals.** Bulletin, vol. VII, no. 2, January 1928. p. 67-126. 8°. (Address: National education association, 1201 Sixteenth Street NW., Washington, D. C.)

Contains: 1. Edwin J. Brown: The principal and supervision, p. 67-71. 2. Georgina Lommen: Conduct education in the elementary school, p. 71-79. 3. Elsie W. Adams, Helen M. Roberts, and A. K. Loomis: The Denver elementary social science course of study, p. 83-86. 4. T. P. Giddings: School music, p. 86-100. 5. Anna Laura Force: The responsibility and opportunity of the principal to the home, p. 100-105. 6. V. K. Froula: Effective teaching of thrift, p. 105-14. 7. H. M. Clymer: Girl life and reading, p. 115-19.

**2069. Commission on length of elementary education.** Report of the Commission on length of elementary education. Chicago, Ill., The University of Chicago [1927] xi, 167 p. tables. 8°. (Supplementary educational monographs published in conjunction with the School review and the Elementary school journal, no. 34, November 1927)

In 1925 a subcommittee of the Educational research committee of the Commonwealth fund provided for a study of the various types of elementary schools through the collection of information on a country-wide scale. The commission secured reports from 610 American school systems chosen as typical. The study here reported leads to the conclusion that a proper understanding of the function of the elementary school will result in a very general reduction of the time devoted to rudimentary subjects and in an earlier opening of high-school opportunities to all pupils.

**2070. Dyer, William Penn.** Activities of the elementary school principal for the improvement of instruction; the kind of supervisory program which a city superintendent of schools should set up for his elementary school principals. New York, Bureau of publications, Teachers college, Columbia university, 1927. 102 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 274)

Bibliography: p. 93-102.

**2071. Frazee, Laura.** Meeting individual and group differences in children of the primary grades. Baltimore bulletin of education, 6: 3-6, September-October 1927.

Gives a brief résumé of the steps by which this piece of work has advanced through the past four years, and certain definite plans for its further realization during the current and succeeding years."

**2072. McClure, Worth.** The elementary school principalship. Journal of the National education association, 16: 283-85, December 1927

Gives a list of "Books for further reading."

**2073. Miller, Mildred.** Excursions in the primary grades. Childhood education, 4: 74-80, October 1927. illus.

This study has a two-fold purpose: to discover what the excursion will contribute to child development; and to help teachers utilize excursion activities in planning their work.

**2074. Nesmith, Mary Ethel.** An objective determination of stories and poems for the primary grades. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 85 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 255)

**2075. Otto, Henry J.** The classification of elementary-school pupils on a non-graded basis. American school board journal, 75: 35-37, 144, December 1927.

Presents the subject of classification in the small school in country towns, and the problems that are met there, of a different nature from those in the large city schools.

**2076. Pechstein, L. A.** Trends in elementary education. What o'clock is it in education? Kentucky school journal, 6: 28-33, November 1927.

2077. **Stalnaker, Elizabeth M. and Roller, E. D., jr.** A study of one hundred non-promoted children. *Journal of educational research*, 16: 265-70, November 1927. tables.

A study to determine the extent to which low mentality was responsible for the non-promotion in an elementary school.

### RURAL EDUCATION

2078. **National country life conference.** Farm youth. Proceedings of the ninth National country life conference, Washington, D. C., 1926. [Chicago] Pub. by the University of Chicago press, for the American country life association, 1849 Grand Central Terminal, New York city [1927] 153 p. 8°.

Contains: 1. William M. Jardine: The special needs of farm youth, p. 3-5. 2. Kenyon L. Butterfield: Our rural youth, p. 6-9. 3. John J. Tigert: Objectives of rural education, p. 10-13. 4. Laura Amos: As a student sees farm life, p. 20-24. 5. Mrs. G. T. Powell: My experience as a mother on the farm, p. 29-34. 6. A. R. Mann: Some conditions in Europe affecting farm youth, p. 37-42. 7. What is the situation faced by farm youth? p. 59-94. 8. What are the special problems of farm youth? p. 95-110. 9. What should be done? p. 111-36.

2079. **Brereton, Cloudealey.** The problem of the rural school. *Fortnightly review*, n. s. 122: 785-96, December 1927.

Discusses rural education in England.

2080. **Johnston, Ruth M.** Team work between district superintendents and teachers. *New York state education*, 15: 255-60, December 1927.

An address delivered before the Rural teachers section of the meeting of the Northern district of the New York state teachers' association.

2081. **Kelly, Glenn H.** The constitutional and legal basis of transporting pupils to and from school. *American school board journal*, 75: 64-65, December 1927.

The second half of this summary appears in the February, 1928, number of this journal.

2082. **Lively, C. E., chairman.** Report of the Committee on the teaching of rural sociology. *American journal of sociology*, 33: 231-36, September 1927.

An abstract is also given of the report.

2083. **Pittman, Marvin S.** A glance at the problem of rural education. *American schoolmaster*, 20: 317-21, November 15, 1927.

Says: "Two-thirds of the students in the normal schools of America were reared on the farms, while only one-twentieth plan to teach in the country. Why?"

2084. **Richardson, Jessie E. and Barger, J. Wheeler.** Public school dormitories for rural children in Montana. Bozeman, Mont., University of Montana, Agricultural experiment station [1927] 68 p. illus. 12°. ([Montana, University] Bulletin no. 201. February 1927)

2085. Rural public education. *Mountain life and work*, 3: 1-32, October 1927.

The entire number is devoted to this subject.

2086. **Tigert, John J.** Education of farm youth. *National republic*, 15: 26-27, 62, November 1927. illus.

Dr. Tigert says: "The best qualification for American citizenship is broad mastery of the tools of learning."

2087. ———. [The so-called "Mountains" of the Southern states.] An editorial. *Mountain life and work*, 3: 1-2, 5, October 1927.

2088. **Winn, Emma V.** Rural supervision in Virginia. *Virginia teacher*, 8: 248-53, October 1927. tables.

2089. **Wolfe, Alice E.** The Washington County high school system. Colorado school journal, 43: 13-20, October 1927. illus.  
Describes a type of county high school with branches.

## SECONDARY EDUCATION

2090. **Illinois. University. High school conference.** Proceedings of the High school conference of November 17, 18, and 19, 1927. Urbana, Pub. by the University of Illinois, 1928. 336 p. 8°. (University of Illinois bulletin, vol. XXV, no. 35, May 1, 1928)  
Contains: 1. E. H. Cameron: Some practical aspects of character education, p. 11-17. 2. H. A. Hollister: Adult education, p. 18-22. 3. H. F. Carmichael: The future of the junior high school, p. 28-35. 4. L. W. Smith: The significance of the junior college movement, p. 35-39. 5. J. B. Edmonson: A suggested program for training pupils in habits of study, p. 44-48. 6. C. E. Chadsey: The high school and the university, p. 48-51. 7. Alvin T. Anderson: The part-time program in the Pontiac township high school, p. 52-59. 8. Lyell J. Thomas: Biology teaching in high school, as seen by the college instructor in zoology, p. 81-85. 9. Matthew H. Willing: Latin tests and examinations, p. 101-107. 10. H. D. Gross: Demonstrations in physiography, p. 165-68. 11. Mary E. Ahern: Some opportunities of the high school librarian, p. 173-79. 12. Frederic D. Cheydeur: Results and significance of the new type of modern language tests, p. 242-58. 13. Richard L. Sandwick: School health promotion by the physical education department, p. 287-92.
2091. **Aldrich, Julien C.** The intelligence of high-school pupils. School review, 35: 699-706, November 1927.  
Study made in three high schools in Saint Louis county, Mo.
2092. **Better teaching in the high schools of New York city.** Some extracts from the annual report of the District superintendent, John L. Tildsley. Bulletin of high points in the work of the high schools of New York city, 9: 3-148, October 1927.  
Discusses better teaching in relation to its characteristics; the part played by the teachers, the chairmen, principals and superintendents, in its production.
2093. **Blair, Herbert.** If I were a principal. American education, 31: 83-89, November 1927.  
Suggestions to principals of high schools by a professor of school administration in Boston university.
2094. **Comfort, W. W.** A plea for academic high schools. General magazine and historical chronicle (University of Pennsylvania) 30: 20-24, October 1927.  
The substance of an address delivered at the commencement exercises of the High school for girls, Philadelphia, June 1927.
2095. **Cowing, Helen H.** Failures in our high schools. School review, 35: 760-66, December 1927.
2096. **Davis, Calvin Olin.** Our evolving high-school curriculum. Yonkers-on-Hudson, N. Y., World book company [1927]. ix, 301 p. tables, diags. 8°.   
In view of the searching analysis to which the secondary-school curriculum is now being subjected, Professor Davis's book is designed to give a clearer understanding of what the present curriculum issues are and how they are being attacked. The necessary perspective is afforded by tracing the evolution of the curriculum from its origin, bringing out particularly the American developments of the past half century.
2097. **Davis, Jesse B.** Articulation of junior and senior high school. American education, 31: 123-26, December 1927.



2098. **Ferriss, Emery N.** Secondary education in country and village. New York, London, D. Appleton and company [1927] xix, 401 p. tables, diags. 12°.

The purpose of this book is to present from both the psychological and the sociological aspects the guiding principles of secondary education in a democracy, to indicate their bearing upon the work of the small secondary school, and to consider with reference to these principles some of the major problems of the secondary school in small communities. The subject is treated comprehensively as regards history, objectives and materials, general and internal organization, administration, supervision, teachers, school and community, etc.

2099. **Fitzgerald, Joseph A.** An experimental secondary school organization. New Haven teachers' journal, 21: 24-29, December 1927.

A discussion of the "home rooms," a plan intended to bridge the gap existing in method and subject matter, between the elementary school and the high school.

2100. **Gilbert, G. H.** College preparation in New England high schools. American education, 31: 3-9, September 1927.

2101. **Giles, J. T.** A review of educational progress in the high schools during the past year. Wisconsin journal of education, 60: 154-60, November; 210-16, December 1927.

Gives the developments in Wisconsin high schools during the year covered.

2102. **Godfrey, Sister M.** The conduct of high school faculty meetings. Catholic school interests, 6: 395-98, November 1927.

Discusses the problem, presentation of data, nature of the questionnaires, interpretation of findings, with suggestions and recommendations, and various hints and helps.

2103. **Good, Carter V.** The variables of the senior high school curriculum and the college entrance problem. School review, 35: 686-91, November 1927.

The writer found from an analysis of the titles of secondary school curriculums of 1926-27 a total of 130 different curriculums which were prescribed or suggested.

2104. **Grosvenor, Edith Louise.** A study of the social intelligence of high school pupils. American physical education review, 32: 649-57, November 1927. diags.

2105. **Jones, Arthur J.** A comparison of some English and American secondary schools. Educational outlook, 2: 1-6, November 1927.

Discusses very briefly the topics: Variety of schools, Influence of tradition, Coeducation, Permanence of attendance, Standards of work, Discipline, Atmosphere, Methods of teaching and preparation of teachers, Training for leadership, Criticism of American schools.

2106. **Morgan, Joy Elmer.** The high school of tomorrow. Ohio teacher, 48: 102-7, November 1927.

Mentions and describes a number of factors that are creating the high school of tomorrow.

2107. **Poole, C. F.** A study of the practices, principles, and limitations of student participation in the government of secondary schools. Teachers journal and abstract, 2: 497-500, September 1927.

An investigation of the subject, based on a consultation of literature on the topic, and also a consultation of a large number of high school executives and pupils who were actual participants in the government of schools.

2108. **Bainey, Homer P. and Anderson, Hilma.** An experiment in classifying high-school pupils on the basis of achievement. Educational administration and supervision, 13: 528-44, November 1927.

An experiment conducted in Lincoln high school of Portland, Oreg., in 1924.

2109. **Running, J. E.** The daily program of the high school. American school board journal, 75: 45-47, 136, October 1927.

2110. **Saplings.** Second series—1927. Verse, short stories, and essays selected from manuscripts written by high school students in competition for the scholastic awards, including the Witter Bynner scholastic poetry prize, conducted by Scholastic, a national high school magazine. Pittsburgh, Pa., Scholastic publishing company [1927] 126 p. 12°.
- The editors publish this volume in the belief that it will be an incentive to high school students everywhere, to raise their individual standards of writing.
2111. **Smead, Anne E.** An experiment in the classification of ninth-grade pupils according to ability. *School review*, 35: 673-75, November 1927.
- Experiment made in Scott high school of Toledo, Ohio.
2112. **Smith, Howard T.** Third annual conference of the Secondary school examination board. *Independent education*, 1: 24-25, 29, December 1927.
- Discusses the work and activities of this board.
2113. **Stanforth, A. T.** Study in social attitudes of a group of high-school boys and girls. *School and society*, 26: 723-26, December 3, 1927.
- A study to gain the attitudes of a group of 240 girls and boys in the Point Pleasant, West Virginia, high school, toward various social activities of the school.
2114. A study of supervisory practice in the University high school, Oakland. *California quarterly of secondary education*, 3: 5-53, October 1927.
- This report was prepared by a committee of supervisors of the school, with the assistance of a number of specialists, Charles E. Rugh, Frank H. Boren, Clinton C. Conrad, and others.
2115. **Symonds, Percival M.** The supervisor of study in the high school. *School and society*, 26: 509-13, October 22, 1927.
- Presents the subject of the development of the office of supervisor of study as one solution of the improvement of study habits.
2116. **Touton, Frank C. and others.** . . . Studies of secondary school graduates in their mastery of certain fundamental processes. In two parts. [Los Angeles] University of Southern California, 1927. 56 p. diags. 8°. (University of Southern California studies, 2d ser., no. 1)
- "Suggested references" p. 20, 56.
2117. **Weaver, H. B.** Making a high-school schedule. *American school board journal*, 75: 61, 142, November 1927.
2118. **Whitney, Frederick L.** Secondary school privileges in Colorado. *Teachers journal and abstract*, 2: 557-64, October 1927.
- A summary of a research investigation published as Research bulletin no. 12, of Colorado state teachers college.

#### JUNIOR HIGH SCHOOLS

2119. **Briggs, Thomas H., ed.** The junior high school. Chicago, The Classroom teacher, inc. [1927] xii, 658 p. illus., diags., 12°. (Classroom teacher, volume X)

Contains: 1. Thomas H. Briggs: The junior high school, p. 3-80. 2. F. W. Johnson: The laboratory plan of individualizing instruction, p. 81-100. 3. Virgil E. Dickson and L. M. Terman: Provisions for individual differences in junior high school, p. 101-38. 4. William C. Reavis: Guidance in the junior high school, p. 139-208. 5. H. C. McKown: Education in social relationships, p. 209-54. 6. S. A. Leonard: Reading and literature, p. 255-366. 7. S. A. Leonard: Composition and grammar, p. 367-450. 8. Ernest Horn: Teaching spelling in the junior high school, p. 451-70. 9. W. D. Reeve: Mathematics in the junior high school, p. 471-564. 10. Melvin S. Lewis and Alfred Sorensen: Business training in the junior high school, p. 565-614. 11. Otis W. Caldwell: Science in the junior high school, p. 615-58.

Volumes 11 and 12 of the Classroom teacher continue with the following subjects of the junior high school curriculum: Art, social studies (history, geography, civics), music, industrial or manual arts, agriculture, home-making, health-teaching, physical education, modern foreign languages, Latin.

2120. **Chambers, Max.** The evolution of the junior high school. *Oklahoma teacher*, 9: 6-7, 18, October 1927.

Offers a list of subjects placed in the program, with number of hours or periods, also a suggested program of studies for the seventh, eighth and ninth grades of the junior high school.

2121. **Hamilton, Matthew C.** Administration of the junior high school. *New Jersey journal of education*, 17: 6-8, October 1927.

2122. **Hertzler, Silas.** The junior high school in Connecticut before 1872. *School review*, 35: 751-55, December 1927.

2123. **Hiatt, L. E.** Junior high-school citizenship. *School review*, 35: 756-59, December 1927.

An evaluation of 75 articles on junior high school citizenship, written by 140 eighth-grade boys and girls in the Fort Scott, Kans., junior high school.

2124. The junior high school and college entrance requirements. *American education*, 31: 127-30, December 1927.

Report of the Committee on the junior high school with special reference to college entrance requirements.

2125. **Murphy, Thelma K.** Stimulating and utilizing pupil initiative in a given unit of work. *Hawaii educational review*, 16: 91, 101-4, December 1927.

Describes a plan used in the lowest division of the 8th grade in Washington junior high school.

2126. **Scott, R. Bay.** Difficulties confronting the small junior high school in realizing the advantages of reorganization. *Peabody journal of education*, 5: 157-65, November 1927.

Gives summary and three conclusions.

2127. **Unzicker, S. P.** Withdrawals from junior high school. *Journal of educational research*, 16: 198-202, October 1927. tables.

A study that attempts to determine quantitatively the relationship between intellectual ability and "staying ability."

### TEACHER TRAINING

2128. **American association of teachers colleges.** Yearbook, 1927. 146 p. 8°. (W. P. Morgan, secretary-treasurer, Macomb, Ill.)

Contains: 1. Standards for accrediting teachers colleges, p. 15-21. 2. J. Linwood Eisenberg: The new curricula for the teacher-training colleges of Pennsylvania, p. 21-32. 3. A. Linscheid: Content of subject matter in college courses for students preparing to teach in the secondary schools as influenced by the curricula in the secondary schools, p. 32-39. 4. W. S. Guiler: A program of diagnostic and remedial instruction, p. 39-50. 5. William S. Gray: Unique opportunities of teachers colleges, p. 55-62. 6. Ambrose L. Subrie: The selection and training of the instructional staffs of normal schools and teachers colleges, p. 62-70. 7. Noble L. Garrison: The training and status of training school teachers, p. 76-84. 8. Earle U. Rugg: The trend toward standardization in teachers colleges, p. 84-99. 9. George F. Arpe: The teaching "profession," leadership and responsibility, p. 103-10. 10. Marion E. MacDonald: A catalog study of courses in psychology in state normal schools and teachers colleges, p. 110-18. 11. H. W. Rockwell: Report of the committee on accrediting and classification, p. 118-24. 12. J. M. McConnell: Judicious control of teacher-training by State departments of education, p. 124-29. 13. Benjamin J. Burris: Certification and teacher training as a State program, p. 129-36.

2129. **Supervisors of student teaching.** Seventh annual session, Dallas, Texas, February 28 and March 1, 1927. 68 p. 8°. (E. I. F. Williams, secretary-treasurer, Heidelberg college, Tiffin, Ohio)

Contains: 1. Thomas Alexander: Practice-teaching in Germany for elementary and secondary teachers, p. 5-24. 2. Mary D. Pierce: A plan for measuring the critic teacher's load in terms of college class hours, p. 25-31. 3. J. Leslie Purdom: Teacher-training through directed observation of teaching, through teaching under faculty supervision, and through teaching as an apprentice, p. 32-36. 4. J. O. Engleman: Supervised teaching in teacher-training schools

from the view-point of the city superintendent, p. 37-41. 5. Lewis W. Williams: Some major problems of supervision, p. 42-46. 6. Helen C. Davis: Some practical problems of the training teacher in the elementary training school, p. 47-53.

2130. **Adams, Jessie E.** Requirements for elementary teachers. Kentucky school journal, 6: 34-43, November 1927.

Discusses the subject under three headings: How well are the teachers trained; What are the present requirements for elementary teachers; and What should be the requirements in a teacher training program for elementary teachers. The question is limited to teachers in Kentucky.

2131. **Aery, William Anthony.** Some guiding principles in teacher training. Bulletin (Tuskegee institute) 8: 13-17, October 1927.

Gives course of study for primary teachers, two years, for intermediate and grammar grade teachers, for high school teachers, and for a two-year normal (undifferentiated).

2132. **Bellows, Mabel Hutchings.** How do you evaluate your teaching? Normal instructor and primary plans, 37: 21, 75, December 1927.

Gives a list of standards by which some teachers judge their work.

2133. **Charlesworth, Harry.** What is expected of the modern teachers? School and society, 26: 766-71, December 17, 1927.

Presented at the Seattle meeting of the National education association, July 1927.

2134. **Clark, E. C.** Creative supervision and the teacher. American educational digest, 47: 99-102, November 1927.

"It is the place of the supervisor to awaken the problem consciousness within the teacher who is prone to forget that the pupil is a living human being, with present interests and needs."

2135. **Cushman, Frank.** Training industrial teachers. Industrial education magazine, 29: 159-60, November 1927.

A discussion of an article in the June, 1927, number, under the same title, by Denman Kelley.

2136. **DeVore, Emily.** Improvement of practice-teaching as suggested by graduates of one year's teaching experience. Educational administration and supervision, 13: 611-24, December 1927.

2137. **Fries, Charles C.** The training of teachers: the problem of professionalized subject-matter. Education, 48: 145-62, November 1927.

2138. **Hale, Florence.** How to tell a schoolma'am from a teacher. Washington education journal, 7: 36-37, 59, October 1927.

Abridged from an address at the meeting of the Washington education association, at Spokane and Seattle, in 1926.

2139. **Harden, Mary.** Training teachers for the teaching of the social studies in the public schools. Educational administration and supervision, 13: 593-98, December 1927.

2140. **Harriman, P. L.** The teacher's voice. North Carolina teacher, 4: 39, 49, October 1927.

Discusses improvement in tone quality of the speaking voice, proper use of the throat, enunciation and articulation, etc.

2141. **Hill, Clyde Milton.** A decade of progress in teacher training; specific administrative modifications in Missouri teachers colleges which have taken place during the first decade following the Carnegie survey of tax supported normal schools in Missouri and a comparison of the present situation with the conclusions and proposals of the survey commission with suggestions for further improvement. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 219 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 233)

Bibliography: p. 218-219.

2142. **Holmes, Henry W.** The training of teachers and the making of the Nation. Harvard alumni bulletin, 30: 161-68, November 3, 1927.

An address made by the Dean of the Harvard Graduate school of education at the reception to the students in that school, at the opening of the academic year.

2143. **Jarrett, R. P.** How may teachers' colleges expand their training school facilities? Texas outlook, 11: 12-13, October 1927. tables.

Gives a summary of the subject.

2144. **Kelly, F. J.** The training of college teachers. Journal of educational research, 16: 332-41, December 1927.

Read before the National society of college teachers of education at Dallas, Texas, February 28, 1927.

2145. **Knight, Edgar W.** The story of the training of teachers. High school journal, 10: 160-68, October; 194-202, November; 240-45, December 1927.

Describes the early normal schools, the first article being concerned with those in New England for the most part, the second, with those in the South, and the third, with teacher training in colleges and universities.

2146. **Lehman, Harvey C.** Can students rate teachers? Educational administration and supervision, 13: 459-66, October 1927.

The writer says: "The persuasion that that teaching is best which pleases the majority of students is surely a most glowing example of the 'democratic fallacy.'"

2147. **McMillan, T. H.** English courses in teachers colleges. Peabody journal of education, 5: 146-52, November 1927.

Lists the courses, and the schools whose catalogs were examined.

2148. **McMullen, Lynn Banks.** The service load in teacher training institutions of the United States. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 97 p. diagra. 8°, (Teachers college, Columbia university. Contributions to education, no. 244)

Bibliography: p. 97.

2149. **Merriman, Pearl.** The professional preparation of teachers of reading in the primary grades of our public schools. Teachers journal and abstract, 2: 629-34, November 1927.

2150. **Mersereau, Edward B.** A study of the virtues and faults of practice teachers. Educational administration and supervision, 13: 467-75, October 1927. tables.

2151. **Myers, Alonzo Franklin.** A teacher-training program for Ohio. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 144 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 266)

Bibliography: p. 143-144.

2152. **Russell, James E.** Thirty years of progress in professional education. Virginia teacher, 8: 319-29, December 1927.

A report by the dean of Teachers College, Columbia University, upon retiring from the office, after 30 years service.

2153. **Schmitz, Sylvester.** The adjustment of teacher training to modern educational needs. A comparative study of the professional preparation of teachers in the public and Catholic elementary and secondary schools in the United States, with a proposed plan for the training of teachers for American Catholic schools. Washington, D. C., 1927. x, 292 p. 12°.

Thesis (Ph. D.)—Catholic university of America, 1927.

2154. **Shryock, Richard H., chairman.** Report of the Committee on the training of high school teachers of the social studies: submitted to the National council for the social studies, February 1927. Educational administration and supervision, 13: 476-84, October 1927.

Discusses the amount of training, types of training institutions, certification, curriculum, and the interpretation of the curriculum.

2155. **Steele, Robert McCurdy.** A study of teacher training in Vermont. New York city, Bureau of publications, Teachers college, Columbia university, 1926. 111 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 243)

Bibliography: p. 110-111.

2156. **Stuart, Hugh.** The training of modern foreign language teachers for the secondary schools in the United States. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 111 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 256)

2157. **Thompson, Charles H.** The preparation of kindergarten-primary teachers. Educational administration and supervision, 13: 449-58, October 1927.

A study of teacher training institutions purporting to give training to this type of teacher.

2158. **West, Joe H.** The status and training of critic teachers. Educational administration and supervision, 13: 563-67, November 1927.

#### TEACHERS' SALARIES AND PROFESSIONAL STATUS

2159. **National league of teachers' associations.** Year book, 1927. 36 p. 8°. (National league of teachers' associations, bulletin, vol. XI, no. 1, September 1927) (Ethel M. Gardner, editor-in-chief, 150 Hotel Wisconsin, Milwaukee, Wis.)

Contains: 1. Miriam D. Elsner: Finances of teachers' associations. Study made by committee of the San Francisco classroom teachers' association, p. 15. 2. Katherine Morrison: Teacher rating in the United States, p. 16-20. 3. Leah Russell: Ethics of leadership, p. 20-22.

2160. **Baker, Barney K.** Objective measurement of teacher-traits. American school board journal, 75: 43, 136, December 1927.

Discusses the rating of teachers.

2161. **Ballou, Frank W.** Determining who are superior teachers. Elementary school journal, 28: 256-62, December 1927.

Discusses conditions in Washington, D. C.; teachers' salaries; schemes for promotion, etc.

2162. **Barnette, Mary E.** Growth through professional activities. Journal of the National education association, 16: 247-50, November 1927.

Summarizes with a statement as to the various kinds of activities teacher organizations should engage in, information regarding taxation, tenure, salaries, retirement, teamwork, etc.

2163. **Bowne, J. C.** Teachers' meetings. American schoolmaster, 20: 309-13, November 15, 1927.

Suggestions for conducting teachers' meetings and the questions to be discussed, with bibliography.

2164. **Carr, John W.** Factors affecting distribution of trained teachers among rural white elementary schools of North Carolina. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 91 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 269)

Bibliography: p. 90-91.

2165. **Carrothers, George E.** Health and physical efficiency of city teachers. *Journal of educational research*, 16: 184-97, October 1927. tables.  
Discusses illness of teachers, sick leave, etc.
2166. **Case, R. D.** The third sex. *Journal of education*, 106: 439-40, November 7, 1927.  
A discussion of the class of men teachers "who are a detriment to the teaching profession and ought to be eliminated."
2167. **Clark, R. C.** The teachers' meeting. *Education*, 48: 242-48, December 1927.
2168. The ethics of teaching service, as formulated and adopted by the Olympia unit of the Washington education association. *Washington education journal*, 7: 41-42, October 1927.  
Deals with the following topics: I. Training and professional growth. II. Advancement in the profession, salary, etc. III. Contracts and tenure. IV. Relations between teachers, supervisors, administrators and boards of education. V. Relations with pupils. VI. Relations with parents. VII. Miscellaneous duties and obligations.
2169. **Gilmore, M. E.** Judging and rating the teacher. *Educational review*, 74: 269-72, December 1927.  
A discussion of a rating system for teachers with suggestions for improvement in present systems.
2170. **Johnstone, E. B.** Happiness for teachers. *Training school bulletin*, 24: 97-103, November 1927.  
Discusses the subject from the viewpoint of teaching the feeble-minded.
2171. **Landis, Benson Y.** Professional codes; a sociological analysis to determine applications to the educational profession. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 108 p. 8°. (Teachers college. Columbia university. Contributions to education, no. 267)  
"Selected annotated bibliography:" p. 103-108.
2172. **Lehman, Harvey C. and Witty, Paul A.** Some suggestions for making teaching a profession. *Educational review*, 74: 258-69, December 1927.  
An endeavor to present the public's actual attitude, as well as that of teachers, toward teaching.
2173. **McGinnis, W. C.** Factors in fixing maximum teachers salaries. *American school board journal*, 75: 61-62, 140, 142, October; 59, 140, 142, November 1927.
2174. **Miller, W. O.** Protecting the faculty against hazard. *Educational review*, 74: 217-20, November 1927.  
Discusses group insurance, contributory systems, disinclination of teachers to face the possibility of loss, adequate salaries, etc.
2175. **Morton, Ira A.** The public-school teacher a factor in integration. *Religious education*, 22: 848-52, October 1927.
2176. **Peixotto, Jessica B.** Getting and spending at the professional standard of living; a study of the costs of living an academic life. New York, The Macmillan company, 1927. xxii, 305 p. tables. 12°. Chapters I and IX of this study give its substance apart from the supporting details. They are respectively entitled: The pay check and the professor, and Summary of findings.
2177. **Pyle, William Henry.** Intelligence and teaching, an experimental study. *Educational administration and supervision*, 13: 433-48, October 1927.  
The question studied is "Wherein does a good teacher differ from a poor teacher?"

2178. **Wagner, Jonas E.** Historical development of the professional aspect of the certification of teachers in Pennsylvania. Pennsylvania school journal, 76: 81-84, October 1927.

### HIGHER EDUCATION

2179. **American alumni council.** Report of the fourteenth annual conference . . . Chapel Hill, N. C., April 28-30, 1927. Ithaca, N. Y., Pub. by the American alumni council, 1927. 196 p. plates. 8°.
- Contains: 1. Morse A. Cartwright: Education as a continuing process, p. 16-20. 2. Wilfred B. Shaw: The problem of the alumni, p. 62-73. 3. James E. Armstrong: Club and alumni scholarships, p. 83-90. 4. Hamilton Holt: The objectives of a modern college, p. 92-96.
2180. **American association of college news bureaus.** College and university news bureaus. Report of the annual meeting . . . Manhattan, Kans., June 23, 24 and 25, 1927. 42 p. 8°. (Miss Marie Dickoré, secretary-treasurer, 3325 Burnet Avenue, Cincinnati, Ohio)
2181. **American association of collegiate registrars.** Bulletin, new ser., vol. 2, no. 4, April 1927.
- Contains: 1. Frank J. Goodnow: Tendencies of American higher education, p. 325-34. 2. Ernest H. Wilkins: The relation of the senior college and the graduate school, p. 334-53.
2182. **Association of colleges and secondary schools of the middle states and Maryland.** Proceedings of the fortieth annual convention . . . November 26 and 27, 1926. Pub. by the Association, 1927. 108 p. 8°. (George Wm. McClelland, secretary, University of Pennsylvania, Philadelphia, Pa.)
- Contains: 1. Leonard V. Koss: Trends in the reorganization of secondary schools, p. 9-12. 2. Clyde Furst and Edythe Maslen: Representative colleges in the middle states, p. 17-56. 3. Some phases of religious and ethical training in schools and colleges, p. 59-79.
2183. **Association of governing boards of state universities and allied institutions.** Proceedings . . . Columbia, Mo., November 3-5, 1927. 112 p. 8°. (D. W. Springer, secretary, 1202 National press building, Washington, D. C.)
- Contains: 1. James P. Woods: Will election or appointment secure the best working board members? p. 24-26; Discussion, p. 27-31. 2. Robert J. Kerner: The encouragement of research, p. 32-35; Discussion, p. 35-41. 3. James W. Feeler: Limitation of attendance at State universities, p. 42-45; Discussion, p. 46-51. 4. Charles R. Mann: State and federal jurisdiction in education, p. 52-55; Discussion, p. 56-60. 5. Arthur J. Klein: The land-grant college survey, p. 72-75; Discussion, p. 75-86. 6. F. A. Holliday: Budgets and their adjustments, p. 91-94; Discussion, p. 94-100. 7. Thomas E. Benner: Should university faculties attempt directly to form public opinion on major questions of public interest? p. 101-104; Discussion, p. 105-107.
2184. **Association of university and college business officers.** Minutes of the seventeenth annual meeting . . . held at the University of Nebraska, Lincoln, May 13-14, 1927. 42 p. 4°. (Charles A. Kuntz, secretary, Ohio State university, Columbus, Ohio)
- Contains: 1. Frank H. Wolcott: Business office organization and methods, with particular emphasis on branch accounting, p. 8-11. 2. Lloyd Morey: Business office organization and methods, p. 12-13. 3. L. E. Gunderson: Cooperative business associations for fraternities and sororities, p. 14-17. 4. Shirley W. Smith: Staff insurance and pensions, p. 28-35. 5. L. F. Seaton: Objections to pool buying, p. 36-37. 6. E. O. Fuller: Fire insurance on productive property, p. 39-40. 7. W. H. Bates: Fire insurance on productive property, p. 41-42.
2185. **College entrance examination board.** Twenty-seventh annual report of the secretary, 1927. New York, Published by the Board, 1927. 211 p. 8°. (Address: Thomas S. Fiske, secretary, 431 West 117th Street, New York, N. Y.)

Appendix E gives the general report on the scholastic aptitude test, June 25, 1927.



- 2186. Federation of Illinois colleges.** Twenty-third annual meeting . . . Peoria, Ill., February 14 and 15, 1927. 36 p. 12°. (S. G. Harrod, secretary-treasurer, Eureka college, Eureka, Ill.)  
 Contains: 1. John A. O'Brien: Religion and education, p. 5-15. 2. R. A. Kent: A report of the surveys in Northwestern university, p. 15-30.
- 2187. National Catholic alumni federation.** Bulletin number two. New York, National Catholic alumni federation, 30 Broad Street, 1927. 109 p. 8°.  
 Contains: 1. Wilfred B. Shaw: Principles of alumni office organization, p. 26-32. 2. E. N. Sullivan: The alumni magazine, p. 32-41. 3. Gilbert Kinney: Alumni class organization, p. 42-45. 4. James H. Griffin: The perpetuation of college ideals in after college life, p. 46-50. 5. Clarence Edward Clewell: A new university alumni service, p. 55-61. 6. William H. Kingsley: Alumni insurance, p. 62-66. 7. Ralph Adams Cram: The place of the fine arts in a college curriculum, p. 67-71.
- 2188. New England college entrance certificate board.** Twenty-fourth and twenty-fifth annual reports, 1925-26 and 1926-27. Middletown, Conn., Pelton & King, inc., 1927. 35 p. 8°. (Frank W. Nicolson, secretary, Wesleyan university, Middletown, Conn.)  
 Contains a list of approved schools, 1927.
- 2189. Ohio college association.** Transactions of the fifty-sixth annual meeting held at Ohio State university, Columbus, Ohio, April 7-9, 1927. 52 p. 8°. (A. P. Rosselot, secretary, Westerville, Ohio)  
 Contains: 1. George F. Zook: The extent and significance of the junior college movement, p. 8-11. 2. W. G. Leutner: The junior college plan of Western Reserve university, p. 12-15. 3. C. B. Ulrey: Ohio State standards of teachers training, p. 16-20. 4. Survey of semester hours required by various states and territories in observation and practice, p. 24. 5. Report on the triennial reports of the accredited institutions of the Ohio college association (no. 3), p. 29-35. 6. Herbert A. Toops: Report no. 2 of the committee on intelligence tests for entrance (no. 6), p. 38-47.
- 2190. Ament, William S.** The formal opening of Scripps college. School and society, 26: 660-62, November 19, 1927.  
 Scripps college is a new college for women, located at Claremont, Calif. It takes its place as the sister institution of Pomona college in the plan for a group of federated institutions guided by Claremont colleges.
- 2191. Angell, James Bowland.** The over-population of the college. Harpers magazine, 155: 529-38, October 1927.  
 Says that the colleges will secure no enduring relief from their existing embarrassments until the present loose standards of educational accomplishment, which would not be tolerated for a moment in commerce or industry, or even in college athletics, are replaced by rigorous ideals of solid achievement based on the prolonged intensive training of genuine ability.
- 2192. Aydelotte, Frank.** Professor Beaty on the Rhodes scholars. American Oxonian, 14: 125-29, October 1927.
- 2193. Baker, George M.** Reflections on the American college. Sewanee review, 35: 419-30, October-December 1927.  
 Declares that if the liberal-arts college is to survive as a distinct educational unit, it must be restored to its former position as a cultural institution.
- 2194. Book, William F.** How to succeed in college. Baltimore, Warwick & York, inc., 1927. 192 p. tables. 12°.  
 The chief aims of the present study are to define the more important factors which condition a student's success in college and in later life, to ascertain what adjustments college students are now making to these elements in a successful life, and lastly to determine the extent to which college students may be assisted in making a better adjustment to all these factors in a special "how to study" or orientation course.

- 2195. Brooks, Robert C.** Reading for honors at Swarthmore. A record of the first five years, 1922-1927. With an introduction by Abraham Flexner. New York, Oxford university press, 1927. 196 p. 8°.

A record of the first five years, 1922-27, of Swarthmore college's experiment with honors work is given in this volume. From its inauguration the honors plan at Swarthmore has been wholly of the kind based on work superseding the regular requirements, with the added distinction that all examinations to determine the grade of honors have been given by outside examiners; that is, by professors drawn from other institutions. The system is designed to afford the more gifted students an opportunity to use their superior powers to the best advantage.

- 2196. Coolidge, Calvin.** Address of President Coolidge dedicating the Lincoln memorial library at the South Dakota state college, Brookings, S. Dak., Saturday, September 10, 1927. Washington, United States Government printing office, 1927. 6 p. 8°.

Also in South Dakota education association journal, 3: 71-74, October 1927.

- 2197. Estabrooks, G. H.** Oxford and the Rhodes scholar controversy. Education, 48: 249-57, December 1927.

Discusses the radical differences between English and American university ideals and practices.

- 2198. ———** Tutorial system versus lecture system. Harvard graduates' magazine, 36: 231-35, December 1927.

Discusses the tutorial system at Oxford university. Contends that the lecture system is superior in so far as imparting knowledge is concerned.

- 2199. Gilson, Etienne.** The ethics of higher studies. Harvard alumni bulletin, 30: 127-30, October 27, 1927.

- 2200. Grimes, George.** The college man in business. Alumni essay contest, number one. Nebraska alumnus, 23: 437-38, November 1927.

Says: "Superior talent for bringing home the bacon, for acquiring the kale, is what distinguishes the college man in business . . ."

- 2201. Hawkes, Herbert E.** College—what's the use? Garden City, N. Y., Doubleday, Page & company, 1927. v, 143 p. 12°.

The author discusses the reasons why one should go to college, the failures of boys in college, fitting college to the boy, and why parents fail. The subjects of financial handicaps, requisites for success, athletics, fraternities, and religion of college students are also considered, together with the matter of college pranks and discipline.

- 2202. Henry, William L.** A high school on the high seas. School review, 35: 599-601, October 1927.

Describes the first "floating university," which sailed out of New York harbor in September 1926, under the auspices of the University Travel Association.

- 2203. Hourwich, Rebecca.** Smith college pioneers. Independent, 119: 425-26, October 29, 1927.

- 2204. Lewis, William Mather.** Inaugural address of the president of Lafayette college. School and society, 26: 535-43, October 29, 1927.

- 2205. Mather, Frank J., jr.** Collegiate confusion and a program. Educational review, 74: 277-83, December 1927.

- 2206. Minot, John Clair.** What door does the Phi beta kappa key open? North American review, 224: 531-36, November 1927.

- 2207. Morgan, Arthur E.** Traveling in new educational territory. North central association quarterly, 2: 279-86, December 1927.

A discussion of the institution of which Dr. Morgan is president, Antioch college, Yellow Springs, Ohio, and the work in autonomous courses, or, self-directed study program.

2208. **Oberlin college, Oberlin, O.** The inauguration of Ernest Hatch Wilkins as seventh president of Oberlin college, October 24, 1927. Oberlin, O., The College, 1927 48 p. 8°.
2209. **Odell, Charles W.** . . . Predicting the scholastic success of college freshmen. Urbana, The University of Illinois, 1927. 54 p. 8°. (Illinois. University. College of education. Bureau of educational research. Bulletin no. 37. University of Illinois bulletin, vol. xxv, no. 2)
2210. **Ohio state university.** Report of the freshman week council of the Ohio state university to the president and faculty. The Ohio state university, November 8th, 1927. [Columbus, O., 1927] 76 p. 12°.
2211. **Palmer, Archie M.** Exchange fellowships opportunities for graduate study abroad. School and society, 26: 845-47, December 31, 1927.  
Gives the opportunities by countries.
2212. **Patrick, George T. W.** The chaos called college. Forum, 78: 694-702, November 1927.  
Contends that it is the duty of the college to create a new ethical consciousness.
2213. **Reynolds, O. Edgar.** The social and economic status of college students. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 57 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 272)
2214. **Rosenberger, Jesse Leonard.** Rochester; the making of a university. With an introduction by President Rush Rhees. Rochester, N. Y., The University of Rochester, 1927. xiii, 333 p. front. 12°.
2215. **Boss, Clay C.** Study methods of college students in relation to intelligence and achievement. Educational administration and supervision, 13: 551-62, November 1927.  
Study undertaken in 1926 at Iowa state college.
2216. **Bush, J. E.** Physical defects of entering college students. Nation's health, 9: 27-30, December 1927.  
A tabulation of diseases, accidents, injuries, and other conditions of students entering the University of Kentucky during the last three years.
2217. **Spence, Ralph B.** The improvement of college marking systems. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 89 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 252)  
Bibliography: p. 77-78.
2218. **Tallman, Russell Warrick.** A critical analysis of student persistence at the State university of Iowa. Iowa City, Iowa, Pub. by the University, 1927. 64 p. 8°. (University of Iowa studies. Studies in education, vol. 4, no. 1, April 15, 1927)
2219. **Trow, William Clark.** The leisure activities of students and their instructors. Pedagogical seminary, 34: 406-14, September 1927.  
The proper use of leisure time in a scheme of education is studied.
2220. **Wilkins, Ernest Hatch.** The changing college. Chicago, Ill., The University of Chicago press [1927] ix, 132 p. 16°.  
The essays and addresses gathered in this book reflect various phases of Dr. Wilkins' experience as dean of the College of arts, literature, and science of the University of Chicago during the years 1923 to 1926, and express various elements of his present educational belief. They deal with the changing college, college curriculum, college teaching, question of who shall go to college, an incident in freshman registration, freshman week, faculty, student cooperation, the college bookstores, and intercollegiate football.

2221. **Wood, Alice I. Perry.** Summer work during the college course. *Personnel journal*, 6: 263-65, December 1927.

## RESEARCH

2222. **Catlin, G. E. G.** The American research foundations. *Contemporary review*, 132: 477-81, October 1927.

Gives a brief description of some of the American foundations and their work, including the Carnegie foundation, the Rockefeller foundation, the Social science research council, etc.

2223. **Schulter, W. C.** How to do research work; a manual of research procedure presenting a simple explanation of the principles underlying research methods. New York, Prentice-Hall inc., 1927. vii, 137 p. 8°.

## JUNIOR COLLEGES

2224. **Creager, J. O.** Some neglected factors in curriculum building at the junior college level. *Journal of educational sociology*, 1: 79-85, October 1927.

The purpose of this paper is to show the influence of certain factors—geographical, social, and economic in nature—upon the construction of a program of studies for the teachers of any given state. The University of Arizona, Junior college division of the College of education, is studied.

2225. **Doughty, W. F.** The five-four-four plan of co-ordinating the junior college. *Texas outlook*, 11: 17-18, 22, October 1927.

2226. **Jones, W. F.** What shall be the program of the small junior college? *Kentucky school journal*, 6: 17-20, November 1927.

Describes three tests to be applied to any proposed function before admitting it as one of the basic criteria by which to judge the development and efficiency of any junior college, as well as the basic functions, themselves, of the junior college.

2227. **Iowa state teachers association.** A study of junior colleges in Iowa. [Des Moines, Iowa, 1927] 8 p. 8°. (Bulletin of the Educational council of the Iowa state teachers' association, no. 2)

Report of the Committee for study of junior college movement submitted to the Educational council of the Iowa State teachers' association, November, 1927.

2228. **The junior college.** [An editorial] *High school journal*, 10: 190-93, 231, November 1927.

Describes the Johns Hopkins plan.

2229. **Koos, Leonard V.** The junior college curriculum. *School review*, 35: 657-72, November 1927.

Argues that it is desirable to integrate junior college and high-school work in some way for the sake of proper curriculum development.

2230. **Palmer, George Herbert.** The junior college again. *Atlantic monthly*, 140: 828-30, December 1927.

The writer attacked the junior college as a backward step in American education, in the April, 1927, issue of this magazine.

2231. **Proctor, William Martin, ed.** The junior college: its organization and administration. Stanford University, Calif., Stanford university press, 1927. x, 226 p. tables, charts. 8°.

Nine of the 12 contributors to this volume are actively connected as teachers or executives with public junior colleges in California. These collaborators represent every type of junior college. Various phases of administration and organization of junior colleges are discussed by these writers from their particular points of view.

2232. **Riemer, G. C. L.** The first two years of college. *Pennsylvania school journal*, 76: 202-3, December 1927.

Gives the comments of a number of educators on the junior college question.

## SCHOOL ADMINISTRATION

2233. **Minnesota school board association.** Proceedings of the sixth annual meeting . . . St. Paul, February 9, 10, and 11, 1927. 48 p. 8°. (John E. Palmer, secretary-treasurer, Montevideo, Minn.)

Contains: 1. Irvin T. Simley: Preparation and execution of the school budget, p. 21-30. 2. J. A. O. Stub: The teaching of evolution in tax-supported schools, p. 30-34.

2234. **National association of public school business officials.** Proceedings of the sixteenth annual meeting . . . Philadelphia, Pa., May 16-20, 1927. Trenton, N. J., Van Buskirk press, inc. [1927] 103 p. 8°. (John S. Mount, secretary, State department of public instruction, Trenton, N. J.)

Contains: 1. Rita Knowles: Women's service on the board of education, p. 20-23. 2. C. E. C. Dyson: Some problems that confront the school architect, p. 26-29. 3. George D. Strayer: Steps in the development of a school building program, p. 35-39. 4. H. H. Brackett: Developing a segregated school budget, p. 47-57. 5. Hans W. Schmidt: Some aspects of heating and ventilating in relation to school housing, p. 65-72. 6. Walter D. Cocking: Relations which should exist between the instructional and business agencies of a public school system, p. 74-79. 7. Winifred A. Hart: Cafeterias, their management and equipment, p. 79-84. 8. John E. Byrnes: The business manager's relations with his board and his city, p. 85-88. 9. Harry D. Payne: A school building program—observations by a school architect, p. 90-95.

2235. **Pennsylvania state school directors' association.** Proceedings of the 32d annual convention . . . Harrisburg, Pa., February 9-10, 1927. 186 p. 8°. (D. D. Hammelbaugh, secretary, Harrisburg, Pa.)

Contains: 1. Robert C. Shaw: A square deal for our rural schools, p. 10-18. 2. J. L. Eisenberg: Legislation necessary for the improvement of rural schools, p. 24-34. 3. Hubert C. Eicher: School buildings and costs, p. 53-60. 4. Samuel W. Graffin: Teaching as a great adventure, p. 68-84. 5. W. H. Helle: What is the matter with our public schools, p. 86-90. 6. David Miller: A city school director, p. 106-15. 7. John L. Woodruff: The school director as a community builder, p. 124-31. 8. John K. Norton: The educational financial possibilities of the state of Pennsylvania, p. 165-75.

2236. **Baker, Newton D.** Education and the state. School and society, 26: 639-45, November 19, 1927.

An address delivered at the inauguration of President E. J. Jaqua, Scripps college, October 14, 1927.

2237. **Bender, John F.** The enforcement of compulsory attendance laws by local officers. American school board journal, 75: 57-58, November 1927.

2238. Documents relating to the suspension of William McAndrew. Elementary school journal, 28: 96-123, October 1927.

Presentation of data regarding the suspension of William McAndrew, superintendent of schools of Chicago, Ill.

2239. **Hamilton, Otto Templar.** The courts and the curriculum. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 168 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 250)

Bibliography: p. 165-168.

2240. **Jensen, Frank A.** The problem of the selection of textbooks. American school board journal, 75: 43-44, 139-40, November 1927.

2241. **Moore, E. G.** The state is responsible for [the] school system. Illinois teacher, 16: 8-10, October 1927.

"The state must see that every district has a good school, and every child has a fair chance for common education."

2242. **Morehart, Grover Cleveland.** The legal status of city school boards. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 96 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 270)
2243. **Mott, Percival.** The case against the school board. American education, 31: 89-91, November 1927.  
Gives arguments against the system which has grown too large to be handled by amateurs.
2244. A study of educational legislation for 1927. Compiled by Legislative committee, National league of teachers' associations. National league of teachers' associations bulletin, 11: 7, November 1927. fold. table.  
The table presents the information by states, alphabetically.
2245. **Tildsley, John L.** The relations of the State department of education to the local units. New York state education, 15: 264-68, December 1927.  
A talk given before the Council of school superintendents at the 1927 meeting of the Lake Placid club.

## EDUCATIONAL FINANCE

2246. **Ambler, James C.** Sources and distribution of public school funds. Virginia journal of education, 21: 155-59, December 1927. tables.
2247. **Baldwin, Robert D.** A brief sketch of the problem of public-school finance. American school board journal, 75: 61-63, 140, 143-44, December 1927.
2248. **Chapman, Ivan.** The centralized group system of a high school. Michigan education journal, 5: 102-3, 129, October 1927.  
Submits a plan by which a school may be run with a comparatively small administrative cost.
2249. **Harris, T. H.** Sources of revenue for school support. Journal of education, 106: 299-301, October 3, 1927.
2250. **Hyde, Richard E.** School budgeting. Education, 48: 102-105, October 1927.  
Bibliography: p. 104-105.
2251. **Illinois state teachers association.** Department of research and statistics. Realizing state's financial responsibilities toward common schools. Illinois teacher, 16: 2-5, November; 2-3, December 1927.
2252. **Moses, Montrose J.** The cost of college. Good housekeeping, 85: 18-19, 239-40, 243-47, November 1927. illus.  
Says the cost of going to college is negligible in comparison with the value of a college education.
2253. **Ohio institute.** State reporting of the financial statistics of public schools in Ohio. Prepared by the Ohio institute for the Ohio state teachers association, 1927. [Columbus, 1927] 35 p. 8°.
2254. **Reeves, Floyd, W.** The cost of education in liberal arts colleges. North central association quarterly, 2: 248-61, December 1927. tables.  
A report prepared by the writer for the Committee on institutions of higher education, of the North central association, the data being obtained from 17 institutions located in ten states.
2255. **Sowers, Don.** Public school finance. Colorado school journal, 43: 5-11, December 1927.  
Deals with some aspects of the situation in Colorado.

## SCHOOL MANAGEMENT

2256. **Anthony, Katherine M.** Helps in lesson planning. Virginia teacher, 8: 205-8, July 1927.  
Gives suggestions as to outlines and materials, steps in the lesson, assignment, etc.
2257. As the home-room teacher sees it. Platoon school, 1: 23-27, October 1927. illus.  
By three home-room teachers, Janet Lumsden, Norma B. Harvey, and Addie E. Clark.
2258. **Banker, Howard J.** The significance of teachers' marks. Journal of educational research, 16: 159-71, October; 271-84, November 1927. tables, diagrs.
2259. **Bender, John F.** Irregular attendance—its effect and reduction. American school board journal, 75: 45-46, December 1927.  
Discusses the enormous waste due to irregular attendance, the gain in attendance due to the compulsory law, good results from its enforcement, etc.
2260. **Brueckner, L. J. and Cutright, Prudence.** A technique for measuring the efficiency of supervision. Journal of educational research, 16: 323-31, December 1927. tables.
2261. **Crawford, C. C.** Self-government in the classroom. Balance sheet, 9: 5-6, 18, November 1927.  
Gives the constitution which is in use in the Abraham Lincoln high school, Des Moines, Iowa.
2262. **Doughton, Isaac.** The teacher as diagnostician. Education, 48: 106-14, October 1927.
2263. **Ellis, Robert S.** Standardizing teachers' examinations and the distribution of class marks. Ed. by Guy M. Whipple. Bloomington, Ill., Public school publishing company [1927] 170 p. 16°.  
Bibliography: p. 154-55.
2264. **Geiger, J. E.** Some misconceptions of the honor system. Virginia teacher, 8: 307-13, December 1927.  
An address delivered at the convocation exercises, State teachers college, Harrisonburg, Va., September 23, 1927.
2265. **Goldstein, Henry M.** Pupil rating and report cards. Journal of educational method, 7: 128-33, December 1927.  
Gives a summary and outline of the underlying principles in the rating of pupils, and the current practices followed in the use of report cards.
2266. **Klopp, W. J.** A study of the professional activities of elementary school principals. Elementary school journal, 28: 54-61, 140-46, September, October 1927. tables.  
Presents an outline showing the administrative units which result from the adoption of the plan proposed in the study.
2267. **McGinnis, W. C.** This discipline. Journal of education, 106: 408-10, October 31, 1927.  
Asserts that nothing in public school education is more important than the inculcation of respect for properly constituted authority.
2268. **Merry, Blanche.** Studies in school attendance. Indianapolis, W. B. Burford, contractor for state printing and binding, 1927. 31 p. 8°.  
(Indiana. Department of public instruction. Bulletin no. 91)
2269. **Morgan, L. D.** Grading systems. Techne, 11: 8-12, October 1927.  
Discusses a number of methods, and adds a bibliography.

2270. **Mort, Paul B. and Stuart, Milo H.** Economy in reporting and recording pupil ratings. *Teachers college record*, 29: 194-201, December 1927.
2271. **Riemersma, J. J.** Student participation in government. *Michigan education journal*, 5: 164-67, November 1927.  
Enumerates the causes of failure and success of the system, which has been tried successfully in the Holland, Michigan, high school.
2272. **Schauer, Martha K.** Class size. *National league of teachers' associations bulletin*, 11: 12-13, 16-17, November 1927.  
Discusses the findings in the study on this subject by Dr. P. R. Stevenson, Ohio state university, Columbus, published as a monograph by the Bureau of educational research, Ohio state university, entitled "Class size in the elementary school."
2273. **Tillinghast Charles C.** Directed learning. *Independent education*, 1: 5-7, 30-31, December 1927.

## CURRICULUM MAKING

2274. **Bobbitt, Franklin.** Some underlying principles of curriculum construction. *North central association quarterly*, 2: 272-78, December 1927.  
Considers two facts as being fundamental: one is the changing purpose of education; the other is the changing method of education.
2275. **Brim, O. G.** A curriculum survey in California. *Educational research bulletin* (Ohio state university), 6: 287-90, October 12, 1927.  
A discussion of the study published by W. C. Bagley and George C. Kyte, The California curriculum study, and issued by the University of California, Berkeley.
2276. **Cronin, James T.** The three isms in modern curriculum construction. *Catholic educational review*, 25: 513-23, November 1927.
2277. **Denver. Board of education.** . . . The Denver program of curriculum revision. *Denver, Colo., 1927.* 103 p. 12°. (Denver public schools. Monograph, no. 12)
2278. **Hawkes, Evelyn Jones.** Social training as a curriculum problem. Philadelphia, 1927. 130 p. 8°.   
Thesis (Ph. D.)—University of Pennsylvania, 1927.
2279. **Raup, E. B.** The unit of instruction and study. *Journal of educational method*, 7: 112-20, December 1927.  
A presentation of the subject with the purpose of making the curriculum more flexible, adaptable, and humane.
2280. **Smith, John Lee.** Rebuilding the public school curriculum. *Texas outlook*, 11: 11-13, December 1927.  
The problem is here discussed as to conditions in Texas.
2281. **Tippett, James S., and others.** Curriculum making in an elementary school, by the staff of the elementary division of the Lincoln school of Teachers college, Columbia university. Boston, New York [etc.] Ginn and company [1927] vi, 359 p. illus. 12°.   
Ten years have passed since work at the Lincoln school of Teachers college began. This book is the first combined effort to give a rather comprehensive view of the whole elementary division of the school. The staff of the elementary division has cooperated in producing this record.
2282. **Webb, J. O.** Course of study revision in the United States. *Texas outlook*, 11: 56, 58, November 1927.



2283. **Webbing, G. H.** Democratizing the reconstruction of curricula. *Hawaii educational review*, 16: 92, 104-6, December 1927.

Gives a number of suggestions as to the questions to be studied by those who are to reconstruct curricula.

2284. **Wiley, Ross B.** Changing conceptions of the curriculum. *Hawaii educational review*, 16: 31-32, 47-50, October 1927.

Printed substantially as delivered at the seventh annual convention of the Hawaii education association.

#### EXTRA-CURRICULAR ACTIVITIES

2285. **Bunker, Harry S. [and others]** The business department of school publications. Iowa City, Ia., The Lombard press [1927] 144 p. 12°.

2286. **Oakes, Albert W., jr.** Place of assembly in extra-curricular activities. *North Carolina teacher*, 4: 41-43, 62-65, October 1927.

Gives nine points in favor of the school assembly, and elaborates these points.

2287. **Sheehan, Mary A.** Extra-curricular activities in a junior high school. Boston, Richard G. Badger, The Gorham press [1927] 181 p. illus., tables. 12°.

This book aims to discuss outstanding extra-curricular activities from a theoretical and a practical standpoint, considering not only the why, but also the how. Illustrative material is drawn from the Washington junior high school of Rochester, N. Y.

2288. **Touton, Frank C.** Objectives for social clubs in secondary schools. *California quarterly of secondary education*, 3: 95-108, October 1927.

Discusses objectives to be attained through hiking clubs, Hi-Y clubs, Girls' reserve clubs, Boy scout clubs, athletic games clubs, boosters' clubs, travel clubs, camera clubs, etiquette clubs, social-service clubs, and gymnasium clubs.

#### SCHOOL BUILDINGS AND GROUNDS

2289. **Holy, T. C.** Directory of building material, supply, and school equipment companies. *Educational research bulletin* (Ohio state university), 6: 309-38, October 26, 1927.

2290. **Hull, Osman B. and Ford, Willard S.** . . . School housing survey for the Monrovia union high school district. Los Angeles, University of Southern California, 1927. 48 p. tables, maps. 8°. (University of Southern California studies, 2d ser. no. 2)

2291. **Morphet, Edgar L.** The measurement and interpretation of school building utilization. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 102 p. 8° (Teachers college, Columbia university. Contributions to education, no. 264)

Bibliography: p. 101-102.

2292. **Winslow, Leon L.** Beautifying the schoolroom. *Journal of the National education association*, 16: 241-42, November 1927. illus.

Gives eight rules for improving the schoolroom.

#### SCHOOL HYGIENE AND SANITATION

2293. **American child health association.** Health trends in secondary education; fifty-three schools analyze their health programs. New York city, American child health association, 1927. 153 p. 8°.

2294. **American student health association.** Proceedings of seventh annual meeting . . . New York city, December 1926. Ann Arbor, Mich. Mimeographed and printed by Edwards brothers [1927] 131 p. 4°. (D. F. Smiley, secretary-treasurer, Cornell university, Ithaca, N. Y.)

2295. **Bennett, Elspeth.** A health program in schools. Home economist, 5: 170-75, October 1927.  
The program as outlined is carried on with the cooperation of the State board of health and the State supervisor of home economics.
2296. **Birmingham, Ala. Board of education.** The health of the child of the Birmingham public schools. Birmingham, Ala., The Board of education [1927] 39 p. 8°.
2297. **Carney, Matthew.** Oral hygiene for school children. Educational foundations, 39: 1-2, 6-11, October 1927. illus.
2298. **Chesser, Elizabeth M. Sloan.** Child health and character. New York, Oxford university press, 1927. 204 p. 16°.
2299. **Dodson, John M.** School health, the joint responsibility of parent and teacher. Elementary school journal, 28: 273-77, December 1927.  
Says: "The plan most certain to obtain the desired result is that which insures the sympathetic, intelligent, and sustained co-operation of the home and school."
2300. **Emerson, Haven.** Seasonal variation in growth of school children. Journal of the American medical association, 89: 1326-30, October 15, 1927.
2301. **Gould, A. G.** The annual physical examination as a health education factor. Nation's health, 9: 24-26, October 1927.  
Study based on 402 physical examinations of Cornell university senior, junior, and sophomore male students.
2302. The health of the child of school age, by various authors, with a foreword by Sir Thomas Oliver. London [etc.] H. Milford, Oxford university press [1927] 204 p. 12°. (Oxford medical publications)
2303. **Heck, Arch O.** The attendance officer's responsibility for health protection. New York state education, 15: 158, 160, October 1927.  
Describes the duties of the attendance officer especially in regard to health conditions.
2304. **Irving, George E.** Fatigue in children. Elementary school journal, 28: 193-201, November 1927.  
A paper read at the meeting of the New York state medical society, held in Niagara Falls in May, 1927.
2305. **Latimer, Jean and Simon, Charlotte.** Teaching hygiene to grammar and high-school pupils. Nation's health, 9: 9-10, 66, December 15, 1927.  
Describes teaching of hygiene in Newton, Mass., in which school children suggest topics regarding health, choose their order of presentation, and develop the course with but little aid from instructors.
2306. **Lummis, Jessie I.** Should all children attend open-air schools? Nation's health, 9: 12-14, October 1927.  
Describes the success of a four-year trial at Cheltenham school, Denver, Colo.
2307. **Milbank memorial fund.** Report for the year ended December 31, 1926, with an account of the New York health demonstration. New York, Milbank memorial fund [1927] [151] p. illus. 8°.  
Deals with the measurement of results of public health work, and rural and urban health demonstrations in New York State.
2308. **Mitchell, Harold H.** The use of the physician in school health programs. Child health bulletin, 3: 165-70, November 1927.

2309. **Nesbit, O. B.** Hearing tests of school children and teachers. *Nation's health*, 9: 43-44, November 1927.  
Discussion of tests made at Gary, Indiana.
2310. **Robey, William H.** A cardiac survey of children in Boston public schools. *Nation's health*, 9: 21-24, December 1927.
2311. **Rogers, Elizabeth.** Problems of correlating home and school health work. *Nation's health*, 9: 42-46, December 1927.
2312. **Silver, H. Z.** Preschool conferences and examinations. *Nation's health*, 9: 27-28, October 1927.  
Study based on examinations made in Preble County, Ohio.
2313. **Thomas, Adelbert A.** Kentucky rural school survey of health and sanitation. *Nation's health*, 9: 17-20, December 1927.  
Describes the survey of rural schools made by the Rotary clubs of Kentucky.
2314. **Winslow, C. E. A., chairman.** Relation between respiratory illness and air conditions in certain Syracuse schools. *School and society*, 26: 785-88, December 17, 1927. tables.  
Report of the New York state commission on ventilation, September 1927.
2315. **Wood, Thomas D. and Lerrigo, Marion Olive.** Health behavior; a manual of graded standards of habits, attitudes, and knowledge conducive to health of the physical organism, and of personality, home, community and race. Bloomington, Ill., Public school publishing company, 1927. ix, 150 p. 8°.

#### MENTAL HYGIENE

2316. **Clark, Judith.** Principles of mental hygiene applied to young childhood. *Journal of the American association of university women*, 21: 22-25, October 1927.
2317. **Pratt, George K.** Mental hygiene and the high school student. *Scholastic*, 11: 6-7, 26, November 1927.

#### SOCIAL HYGIENE

2318. **Alden, Frederick A.** Parents and the sex problem. *Independent education*, 1: 8-9, December 1927.
2319. **Galloway, T. W.** Tentative outline of material for sex character education in courses in physical education. *American physical education review*, 32: 742-43, 746, December 1927.  
For use in colleges and universities.  
A joint study by the American social hygiene association in cooperation with social hygiene committees in 202 universities and colleges.
2320. Sex education in church federation programs. *Federal council bulletin*, 10: 23-24, November 1927.  
A report on the conferences on sex education and social hygiene conducted by Dr. Valeria H. Parker, in St. Louis, under the auspices of the Federation of churches. Dr. Parker addressed Sunday-school superintendents, pastors, directors of religious education, women, young people, etc.

## TEMPERANCE

2321. **Bagsdale, George T.** How to correlate the facts as to the effects of alcohol with work for character training. Ohio teacher, 48: 116, November 1927.

This paper was awarded a prize by the Womans Christian temperance union, in its Teachers' essay contest for 1926-27.

2322. **Stoddard, Cora Frances.** Alcoholic mortality in the United States. Scientific temperance journal, 36: 61-73, Summer 1927.

Gives comparative figures for 1910 and 1926 in certain large cities, showing less deaths since prohibition than before, due to this cause.

2323. ———. The teacher's place in the anti-alcohol movement. Boston, Mass., The Scientific temperance federation, 1927. 6 p. 4°.

Reprinted from the Scientific temperance journal, Autumn 1927. Also in New York state education, 15: 415-16, February 1928.

An address at the congress of the World league against alcoholism, Winona Lake, Ind., August 1927.

2324. **Westergaard, Harald.** Alcohol and longevity. Scientific temperance journal, 36: 84-97, Summer 1927.

## PHYSICAL TRAINING

2325. **Eastern society of the Association of directors of physical education for women in colleges and universities.** Twelfth annual meeting . . . Radcliffe college, April 7, 8, 9, 1927. 37 p. 8°. (Eline Von Borries, secretary, Goucher college, Baltimore, Md.)

Contains: 1. Florence Gilman: College and preparatory school cooperation. The problem from the college viewpoint. Also, the content of the course of physical education in college, p. 4-9. 2. Dorothy Ainsworth: The coordination of the college and the preparatory school programs of physical education. The college program (practical side), p. 9-12. 3. Marion T. Fries: The province of the private school, p. 12-18.

2326. **Indiana high school athletic association.** Twenty-third annual handbook and report of the Board of control, 1927. 148 p. 12°. (Arthur L. Trester, secretary, Anderson, Ind.)

2327. **National collegiate athletic association.** Proceedings of the twenty-first annual convention . . . New York city, December 30, 1926. 119 p. 8°. (Frank W. Nicolson, secretary-treasurer, Wesleyan university, Middletown, Conn.)

Contains: 1. H. P. Silver: Sports for character building, p. 71-73. 2. M. B. Stewart: Educational use of athletics at the U. S. Military academy, p. 75-80. 3. Ernest H. Wilkins: The relation of intercollegiate football to the purpose of the American college, p. 81-88. 4. S. V. Sanford: A reply to Professor Wilkins' report on "Intercollegiate football," p. 89-102.

2328. **New Jersey physical education association.** Convention report, November, 1927, Atlantic City, New Jersey. 44 p. 8°. (F. W. Maroney, secretary, Texas Avenue school, Atlantic City, N. J.)

Contains: 1. Frederick R. Rogers: Physical education. A résumé for the educational administrator, p. 8-14. 2. James E. Rogers: Physical education and health surveys, their value and application, p. 14-22. 3. Carl L. Schrader: Excerpts from a report for a projected education program in junior and senior high schools, p. 23-27. 4. Ernst Herman; The supervision of physical education in the classroom, p. 28-34.

2329. **Society of directors of physical education in colleges.** Proceedings of the thirty-first annual meeting, held at New York city, December 27, 1927. 46 p. 8°. (T. Nelson Metcalf, secretary-treasurer, Iowa State college, Ames, Iowa)

Contains: 1. L. J. Thompson: The effect of competition in athletics on mental states, p. 8-11. 2. John A. Rockwell: The dangers of excessive weight reduction among athletes, p. 11-17. 3. D. K. Brace: Classification in college physical education for men, p. 20-28. 4. Harry A. Scott: What should the department of physical education require of its students for graduation? p. 29-38.

2330. **Affleck, G. B.** Selected bibliography of physical education and hygiene. *American physical education review*, 32: 720-30, December 1927.

A classified list, without annotations.

2331. **Alden, Florence D.** Suggestions for stimulating physical education in high schools. *High school*, 5: 3-10, December 1927. tables.

2332. **Andersen, Leonora.** An athletic program for elementary schools arranged according to seasons. New York, A. S. Barnes and company, 1927. x, 134 p. illus. 8°.

2333. **Bean, Charles H.** Job-analyzing athletics. *Journal of applied psychology*, 11: 369-80, October 1927.

Writer says that very little testing of athletes has been done. Considers a job-analysis of athletics to be a valuable aid in the selection of contestants in the several athletic sports. But its greater value is to be found in the light it will throw upon its place in the education program of the high school and of the college.

2334. **Bliss, James G.** The validity of the medical examiner's rating in the administration of physical education. *American physical education review*, 32: 707-17, December 1927. tables.

The writer says: "Perhaps the greatest value this study has to offer is the challenge it issues to present methods and practices in physical education from the standpoint of economy and trustworthiness."

2335. **Burdick, William.** As to posture. *Playground*, 21: 468-70, December 1927.

A discussion of the advantages both physical and mental of correct posture.

2336. **Elliott, Ruth.** The organization of professional training in physical education in state universities. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 67 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 268)

Bibliography: p. 65-67.

2337. **McCloy, C. H.** Athletic handicapping by age, height and weight. *American physical education review*, 32: 635-48, November 1927.

2338. Sixth annual coaching school. *High school journal*, 10: 176-77, October 1927.

An account of the meeting of 72 school officials and athletic directors, held at Chapel Hill, University of North Carolina, August 22-September 3, 1927.

2339. **Stockinger, W. A.** Standardizing the management of high school athletics. *American school board journal*, 75: 66, 133, October 1927.

2340. **Tausch, C. F.** Athletics and ethics. *School and society*, 26: 727-32, December 10, 1927.

Says that athletic activities function in an educational institution when they develop the athletic and physical possibilities of the students in that institution. Also discusses coaches and coaching in both high schools and colleges.

2341. **Whitten, C. W.** Some disquieting aspects of our athletic program. School review, 35: 736-50, December 1927.  
A criticism of interscholastic athletics.
2342. **Wilce, J. W.** Some relations of intercollegiate and intramural athletics. American physical education review, 32: 659-62, November 1927.
2343. **Williams, Jesse Feiring.** The contribution of physical education to the education of the college student. Teachers college record, 29: 109-21, November 1927.  
An address at the dedication of the Women's building of the Oregon state agricultural college, Corvallis, Oregon, May 7, 1927.

## PLAY AND RECREATION

2344. **Buchanan, W. D.** Development of leadership and democracy through organized plays and games. Elementary school journal, 28: 225-26, November 1927.  
Describes the work in the Jackson school, an elementary school of St. Louis.
2345. **Forbush, William Byron and Allen, Harry B.** The book of games for home, school, and playground. Illustrated with drawings and diagrams by Jessie Gillespie. Philadelphia, Chicago [etc.] The John C. Winston company [1927] xi, 315 p. illus., diags., music. 8°.  
This game book contains descriptions of more than 400 games for the home, the school, the playground, and the church school. The large part of the book deals with the old familiar games, but the best of the new games are also included.
2346. **Hennrich, Rev. Kilian J.** Play guidance. A manual for recreation leaders . . . Ed. by Charles E. Smollins. New York, General headquarters, Catholic boys brigade [1927] 31 p. 12°.
2347. **Hjelte, George.** The value of national, state and county forests and parks to city recreation systems. Playground, 21: 414-17, November 1927.
2348. **Lehman, Harvey C. and Witty, Paul A.** The psychology of play activities. New York, A. S. Barnes and company, 1927. xviii, 242 p. incl. diags. 8°.
2349. **McCarthy, Claire.** Teaching grown-ups to play through the community theatre of Richmond, Virginia. Playground, 21: 466-67, December 1927.
2350. **Macomber, Mabel E.** Playground mystery boxes; the study of child character in neighborhood playgrounds. Talks from experience on how to supervise real play scientifically. A plea for street children, to satisfy their play hunger safely and thus prevent injury, disease, death, crime, insanity. Boston, R. G. Badger [1927] 107 p. front., plates. 12°.
2351. **Nash, Jay B.** The organization and administration of playgrounds and recreation. New York, A. S. Barnes & company, 1927. 547 p. front., illus. 8°.
2352. **Wieman, Elton E.** The objectives of competitive sport. American schoolmaster, 20: 291-98, November 15, 1927.  
Discusses four objectives: 1, To improve the health and vital resistance of students; 2, to correct physical defects; 3, to provide wholesome recreation or leisure time; and, 4, to form mental and moral habits that will lead to right living and good citizenship.
2353. **Williams, Marguerita P.** Sources of information on play and recreation. (Revised and enlarged edition, 1927) New York, Russell Sage foundation, 1927. 94 p. 12°.

## SOCIAL ASPECTS OF EDUCATION

2354. **National conference of social work.** Proceedings . . . of the fifty-fourth annual session, held in Des Moines, Iowa, May 11-18, 1927. Chicago, Ill., University of Chicago press [1927] vi, 736 p. 8°.

Contains: 1. Grace Abbott: Developing standards of rural child welfare, p. 26-37. 2. Howard W. Nudd: The school and social work, p. 37-45. 3. Charles A. Prosser: The rehabilitation of disabled persons, p. 72-83. 4. R. M. Little: Rehabilitating the physically handicapped, p. 83-91. 5. Janet D. Baskett: Undifferentiated case work: the surest approach to rural social work. Its challenge and its opportunity (from the school), p. 109-12. 6. C. C. Carstens: Child welfare work since the White House conference, p. 122-31. 7. Joseph Jastrow: Psychology and crime, p. 157-68. 8. H. E. Kleinschmidt: Minimum health requirements for dependent children, p. 206-11. 9. Emerson A. North: What is a normal child mentally? p. 211-15. 10. Courtenay Dinwiddie: Contributions of health demonstrations to rural health programs, p. 219-25. 11. Henry C. Schumacher: Environmental conflicts in the family and social life of the modern child, p. 281-86. 12. Margaret H. Watson: Environmental conflicts in the family and social life of the modern child, p. 287-90. 13. Lillian S. Cowan: Environmental conflicts in the family and social life of the modern child, p. 291-94. 14. Laura H. Parker: Migratory children, p. 302-309. 15. Carl E. Milliken: The movie: has it a social obligation? p. 352-60. 16. Esther L. Richards: Formulating the problem in social case work with children, p. 371-79. 17. Jessie Taft: The function of a mental hygienist in a children's agency, p. 392-99. 18. Charles M. Perry: Limitations of the public school as a social service instrument, p. 441-47. 19. William F. Kennedy: Responsibilities and opportunities of the public school as a social service instrument, p. 447-54. 20. Mary S. Labaree: The purpose of statewide statistics in building the foundation for the prevention of delinquency, p. 498-502. 21. E. L. Morgan: Field practice in education for rural social work, p. 593-97. 22. Ruth Weiland: Education for social work and state examination in Germany, p. 614-22. 23. H. E. Kleinschmidt: Health opportunities in rural districts, p. 668-74.

2355. **National congress of parents and teachers.** Proceedings of the thirty-first annual convention . . . Oakland, Calif., May 21 to 28, 1927. 318 p. 8°. (National office: 1201 Sixteenth Street NW., Washington, D. C.)

Contains: 1. Mrs. A. H. Reeve: The seven-fold program of home and school, p. 1-4. 2. Edwin A. Lee: Vocational effectiveness, p. 6-11. 3. Mrs. Susan B. Dorsey: The mastery of the tools and technique of learning, p. 11-17. 4. George W. Braden: The wise use of leisure, p. 17-21. 5. Will C. Wood: Useful citizenship, p. 21-22. 6. Joy E. Morgan: Education for ethical character, p. 22-26. 7. Newell W. Edson: Training youth for parenthood, p. 26-32. 8. C. E. Rugh: Parenthood and the "new psychology," p. 32-36. 9. Glenn H. Woods: The wider use of leisure, p. 36-40. 10. Walton C. Bittner: Education extension, p. 75-77.

2356. **Beard, Richard O., ed.** Parent education. Northwest conference on child health and parent education. Minneapolis, The University of Minnesota press [1927] viii, 215 p. 12°.

2357. **Cleveland, Elizabeth.** "If parents only knew—" Letter from a school teacher. *Children, the magazine for parents*, 2: 13-15, November; 12-13, 38, December 1927.

The first and second of a series of articles by this author, which will "set forth in a direct and practical way the aim of modern schools, suggesting methods by which the home and school may be brought into closer relationship."

2358. **Flemming, Cecile White and Rutledge, Samuel A.** The importance of the social and economic quality of the home for school guidance. *Teachers college record*, 29: 202-15, December 1927.

Bibliography: p. 215.

This study was made for the purpose of finding the social and economic composition of the Horace Mann high school for girls.

2359. **Glueck, Eleanor Touroff.** The community use of schools. Baltimore, The Williams & Wilkins company, 1927. 222 p. 9°.

2360. **Groves, Ernest B.** Goals for parents. *Children, the magazine for parents*, 2: 11-12, October 1927.

2361. **Hockett, John A.** A determination of the major social problems of American life. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 101 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 281)
2362. **Hypes, James Lowell.** Social participation in a rural New England town. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 102 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 258)  
Bibliography: p. 101-102.
2363. **Killius, James.** Something new in parent-teacher associations. Child welfare magazine, 22: 108-111, November 1927.
2364. **Richards, Bert Lorin.** How parents can educate themselves. Children, the magazine for parents, 2: 20-21, 56-57, October 1927. illus.
2365. **Rippin, Jane Deester.** Girl scouts in schools. Educational review, 74: 286-89, December 1927.  
Mrs. Rippin has been national director of the Girl scouts since 1919.
2366. **Todd, William Hall.** What citizens know about their schools. New York city, Bureau of publications, Teachers college, Columbia university, 1927. 86 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 279)
2367. **What's happening to the American family?** A symposium compiled by Louis Resnick. Children, the magazine for parents, 2: 16-17, 55-57, December 1927.  
Contains: Education for marriage and parenthood, by Dorothy Canfield Fisher; Social heritage and the family, by W. F. Ogburn; The biological basis of the family, by H. S. Jennings; The new tools of leisure, by Karl de Schweinitz; The art of family life, by Anna E. Richardson.
2368. **Wilson, Lucy L. W.** Youth's social environment. School and society, 26: 444-50, October 8, 1927.  
Address delivered before the American association of social workers, February 11, 1927, at Philadelphia.

## CHILD WELFARE

2369. **National probation association.** The newer justice and the courts. Annual report and proceedings of twenty-first annual conference . . . held in Des Moines, Iowa, May 9-11, 1927. New York, National probation association, inc., 370 Seventh avenue, 1927. 307 p. 8°.
   
Contains: 1. J. C. Astredo: Juvenile guidance, p. 88-91. 2. Minnie J. Conrad: The technique of juvenile guidance, p. 92-96. 3. Horace W. Fitch: Can the boy be ruled by fear? p. 97-103. 4. Daniel J. Brennan: The child, the court, and the community, p. 104-107. 5. Alice Scott Nutt: Juvenile court statistics, p. 108-15. 6. Frank J. Bruno: The training and selection of juvenile court case workers, p. 116-24.
2370. **Aldrich, Charles A.** Cultivating the child's appetite. With a foreword by Clifford G. Grulee. New York, The Macmillan company, 1927. 127 p. 12°.
2371. **De Lima, Agnes.** Blazing the trail to better schools. Children, the magazine for parents, 2: 32-33, 48, October 1927.
2372. **Edwards, Margaret and Loomis, Alice Fisher.** The nutrition of the school child. Part VI, A school health program for parent-teacher associations. Child welfare magazine, 22: 123-26, November 1927.  
This article is one of a series that has appeared at irregular intervals during the current year, each discussing some feature of the health protection of the child in school.



2373. **McCabe, Francis T.** A study of the effect of working upon a pupil's school success. Vocational guidance magazine, 6: 57-64, November 1927.  
Gives summaries and conclusions.
2374. **National child labor committee.** Child labor selected bibliography, 1920-1927. New York, National child labor committee, 1927. 27 p. 16°.
2375. **Patri, Angelo.** The time to teach a child and the time to leave it alone. American magazine, 104: 24-25, 140-43, December 1927. illus.
2376. **Place, Sara B.** The pre-school program of the infant welfare society of Chicago. Public health nurse, 19: 588-91, December 1927.  
A study in nutrition.
2377. **White-Williams foundation, 1421 Race Street, Philadelphia, Pa.** School children as social workers see them. Philadelphia, White-Williams foundation [1927] 16 p. 8°.  
The work of the White-Williams foundation from June 1917 to June 1927.

## MORAL EDUCATION

2378. **Barker, Ernest.** National character and the factors in its formation. London, Methuen & co. ltd. [1927] vii, 288 p. 8°.  
The writer of this volume traces the operation of the various factors, material and spiritual, which affect or determine the development of national character. In the earlier chapters the material factors of race, climate, and occupation are treated; in the latter the spiritual factors of law and government, language and literature, religion and education. The whole work is particularly concerned with the development of English national character.
2379. **Bennion, Milton.** Teacher-training for character education. Religious education, 22: 932-38, November 1927.  
What normal schools, teachers colleges, and schools of education are doing.
2380. **Cavan, Ruth Shonle.** Character education in public schools. Religious education, 22: 917-25, November 1927.  
The paper proposes to describe, 1, typical examples of the mental hygiene, the direct, and the indirect types of character development, and 2, to analyze the objectives of present programs of character education.
2381. **Charters, W. W.** The teaching of ideals. New York, The Macmillan company, 1927. xiii, 372 p. diags. 12°.  
Professor Charters brings to the composition of this book the technique of curriculum-making which he has employed successfully in the fields of industrial and commercial job analysis. He avails himself of the experience of parents, teachers, and school administrators on a scale which provides him with a variety of cases and with a comprehensive series of plans for dealing with these cases.
2382. **Cooper, Charles L.** Character building through industrial education. Southern workman, 56: 564-68, December 1927.
2383. **Crime menace: a symposium.** Current history, 27: 303-46, December 1927.  
Contains: The nation-wide campaign to reduce crime, by Watson Davis, p. 303-8. The scientific treatment of crime, by Harry Elmer Barnes, p. 309-14. What makes criminals, by G. W. Kirchwey, p. 315-19. Difficulties in enforcing criminal law, by John Knight, p. 320-25. Criminal law enforcement in America and Europe, by P. W. Wilson, 326-31. American lawlessness a result of social conditions, by Spencer Brodneyn, p. 332-34. Can the law cure crime, by Austin E. Burges, p. 344-46.
2384. **Darnell, Theodore W.** Methods of moral education. Independent education, 1: 10-12, 32, December 1927.

- 2385. Froula, V. K.** Education and public morals. Washington education journal, 7: 69-70, 91, November 1927.  
A discussion of the youth of today by the president of the Washington education association, in which the attitude is taken that the present generation is probably as good as previous generations, and the belief, that the succeeding generations will be better.
- 2386. Furfey, Paul Hanly.** Tests for personality traits. A review of the literature. Catholic educational review, 25: 614-21, December 1927.  
Bibliography: p. 619-21.
- 2387. Hughes, James L.** Fundamentals of modern education. Character builder, 40: 331-37, November 1927.  
An address before the Department of superintendence, Dallas, Texas, March 3, 1927.
- 2388. Marriott, Victor Edward.** The progressive education movement and character education. Religious education, 22: 942-49, November 1927.
- 2389. Miller, George Frederick.** An experimental test of intellectual honesty. School and society, 26: 852-54, December 31, 1927. tables.  
In colleges and universities.
- 2390. Morgan, Joy Elmer.** The sources of ethical character. Journal of the National education association, 16: 267-68, December 1927.  
Defines character, ethical character, personality, morals, ideals, etc.
- 2391. Parker, Claudia M.** Character education. A report of the constructing of a program for teaching character education. Detroit educational bulletin, 11: 3-5, November 1927.
- 2392. Patterson, Herbert.** Ethics of achievement: an introduction to character education. Boston, Richard G. Badger, The Gorham press [1927] 482 p. tables. 12°.  
This book, in textbook form, is a fairly comprehensive, nontechnical introduction to the problems of character education. The author includes the ethical views of Confucius, Plato, Aristotle, Epicurus, Epictetus, Marcus Aurelius, Spinoza, Kant, Schopenhauer, Spencer, Nietzsche, and Jesus. The book aims to be helpful to the reader in formulating a working philosophy of life.
- 2393. Poray, Aniela.** The high school library and the development of character. School and society, 26: 666-72, November 26, 1927.  
A discussion of the ways and means by which the library and the school librarian may assist in the development of character in high school students.
- 2394. Speicher, Earl E.** Training and instruction in character education. Religious education, 22: 1041-45, December 1927.
- 2395. Ward, Frank G.** The changing social order, the family, and character education. Religious education, 22: 806-13, October 1927.  
This study sets forth the changes that have taken place in the home and the social order, and an estimate made of their bearing upon character education in the family.

#### RELIGIOUS AND CHURCH EDUCATION

- 2396. Educational association of the Methodist Episcopal church.** Proceedings . . . annual session, January 1927, held at Northwestern university, Evanston, Ill. 55 p. 8°. (John L. Seaton, secretary, Albion college, Albion, Mich.)  
Contains: 1. Ralph E. Peck: Can our secondary schools be made to pay their way? p. 11-22. 2. Harlan Updegraff: What should the church and the denominational college expect of each other? p. 37-40. 3. Arlo A. Brown: Pre-theological courses in college, p. 41-45. 4. E. T. Franklin: A preliminary report from the college group of the commission to study the purpose and to work out a program for the Christian college, p. 48-55.

2397. **National Catholic educational association.** Report of the proceedings and addresses of the twenty-fourth annual meeting, Detroit, Mich., June 27, 28, 29, 30, 1927. Columbus, Ohio, National Catholic educational association, 1927. 680 p. 8°. (National Catholic educational association bulletin, vol. XXIV, no. 1, November 1927)

Contains: 1. Charles R. Baschab: The State and education, p. 40-48. 2. James A. Burns: Position and prospects of the Catholic college, p. 128-40. 3. William F. Cunningham: The reconstruction of secondary education, p. 170-89. 4. John A. Lemmer: The junior high school, p. 190-99. 5. Francis A. Meyer: Athletics in high school, p. 237-53. 6. Paul J. Folk: Book-using skill in higher education, p. 275-80. 7. Sister M. Immaculata: The personality of the teacher, p. 321-29. 8. Sylvester Schmitz: The trend of teacher training, p. 346-63. 9. Noel Dillon: Preparation in the elementary school for the study of Latin, p. 367-74. 10. John M. Cooper: Value to the school of scouts and similar organizations, p. 398-408. 11. Mary E. Spencer: Health education and the parish school, p. 409-24. 12. Edward J. Cahill: The improvement of teachers in service, p. 432-42. 13. Joseph H. Ostdiek: The problem of supervision in the elementary school, p. 449-60. 14. John J. Fallon: A tentative program for junior high schools, p. 464-70. 15. Richard J. Quinlan: Right habits of study, when, how and by whom to be developed, p. 475-81.

2398. **National Lutheran educational conference.** Proceedings of the 1927 convention. 79 p. 8°. (H. F. Martin, secretary, Midland college, Fremont, Nebr.)

Contains: 1. Paul E. Keyser: A program of religious activities for a Lutheran college, p. 17-35. 2. A. R. Wentz: Bringing the theological curriculum up-to-date, p. 37-47. 3. J. O. Evjen: Basic features of the theological curriculum, p. 59-65. 4. Joseph Stump: The church and the theological seminary, p. 71-79.

2399. **Beaven, A. W.** Capturing the home. The next great opportunity in religious education. Religious education, 22: 830-36, October 1927.

This article is Chapter V in "Putting the church on a full-time basis," published in 1928.

2400. **Bond, Charles M.** A college department of religious education. Religious education, 22: 901-907, November 1927.

Discusses a non-denominational approach to the tasks of religious education in a traditionally denominational college.

2401. **Boyer, Edward S.** Religious education in colleges, universities and schools of religion. Christian education, 11: 2-98, October 1927.

A monograph which traces the development of religious education, and shows the solid foundations for this subject which are being laid in our colleges and universities.

2402. **Butterfield, Ernest W.** Religion in the public schools. Mind and body, 34: 202-4, September-October 1927.

2403. Cooperative work in religious education. From a denominational point of view, by Herbert W. Gates; From a state point of view, by Arthur T. Arnold. International journal of religious education, 4: 18-19, 40, November 1927.

2404. **Frank, Glenn.** Jesus as a teacher. Wisconsin journal of education, 60: 204-8, December 1927.

The writer speaks "not of the content of His teaching, but of the principles and point of view that animated His teaching."

2405. **Fraser, George W.** Education and religion. Colorado school journal, 43: 5-10, November 1927.

The purpose of the paper is to trace the development of these two great social forces through our history.

2406. **Gilkey, Charles W.** Religion as a factor in education. Oberlin alumni magazine, 24: 10-14, November 1927.

- 2407. Harris, Hugh Henry.** The home, the school and the church—a common task. Religious education, 22: 846-47, October 1927.
- 2408. Hites, Laird T.** A selected bibliography in religious education. Religious education, 22: 1045-64, December 1927.  
A classified bibliography, giving publisher and price, is given, and also a section on "where to find" information of any sort, including book lists, pageants, plays, programs, music, films and slides, pictures, church supplies, periodicals, etc.
- 2409. Miller, J. Quinter.** Inter-church cooperation through a city system of religious education. Religious education, 22: 887-91, November 1927.  
Says: "An adequate program of religious education must . . . concern itself with the task of teaching all the people how to live Christ-like lives."
- 2410. Our church schools.** Christian education, 17: 1-55, November 1927.  
This number is devoted entirely to a study of church schools of the Methodist Episcopal Church, South, under the subjects, Universities and colleges, Junior colleges, Secondary schools, and Historical sketches of the schools.
- 2411. Overton, Grace Sloan.** Use of drama in religious education. Religious education, 22: 1015-28, December 1927.  
A discussion of the value of the dramatic method, and its problems; the writer gives a list of plays for children, and for adults.
- 2412. Shaver, Erwin L.** How to teach seniors; a discussion of materials and methods to be used in leading church-school seniors in the Christian way of life. Boston, Chicago, The Pilgrim press [1927] 213 p. 12°.
- 2413. ———** A project curriculum for young people; a method guide and source plan book for leaders of young people's groups in the church. Chicago, Ill., The University of Chicago press [1927] xvi, 222 p. 16°. (The University of Chicago publications in religious education. Principles and methods of religious education)

### MANUAL AND VOCATIONAL TRAINING

- 2414. Bolton, Frederick E.** Vocational training in the junior high school. Educational review, 74: 201-4, November 1927.  
Says that childhood and early adolescence are not the right biological periods for acquiring the fixed habits in a life vocation. Instead of training in knowledge and skill for the particular trade, insights into history, literature and civics would be more serviceable to the student.
- 2415. Job specifications.** Educational record supplement, 5: 3-40, October 1927.  
Detailed description of job specifications in industry, as splicers, splicers' helpers, stub clerk, clerks, cashiers, plan checkers, comptrollers, treasurers, auditors, statisticians, purchasing agents, advertising managers and industrial traffic managers, is given.
- 2416. Johnson, Benjamin W.** Vocational and practical arts education in California. Industrial education magazine, 39: 195-99, December 1927. illus.  
Gives a bird's-eye view of the subject.
- 2417. Kunou, C. A.** Frank Wiggins trade school. Industrial arts magazine, 16: 443-48, December 1927. illus.  
Describes a Los Angeles public school in which organized and systematic manual education is carried out in the elementary and high schools.
- 2418. Park, Joseph C.** Present trend of industrial arts. Industrial arts magazine, 16: 448-50, December 1927.
- 2419. Uhrbrock, Richard S.** The corporation school. School and society, 26: 603-8, November 12, 1927.  
A list of corporations which maintain company schools is given on page 607.

## VOCATIONAL GUIDANCE

2420. **Armstrong, Ruth.** Life guidance in high schools. *Journal of education*, 106: 497-501, November 21, 1927.  
Asks if the public schools can take part successfully in ethical guidance and the teaching of religious ideals.
2421. **Brewer, John M.** Educational and vocational guidance. *Journal of education*, 106: 549-51, December 5, 1927.  
Gives the various steps in vocational guidance with the appropriate activities for guiding the child.
2422. **DeLacy, William H.** The law as a career for the college graduate. *Catholic educational review*, 25: 582-85, December 1927.  
In the Catholic university number of this periodical.
2423. **Deviny, W. M.** Business research as a career for the college graduate. *Catholic educational review*, 25: 604-8, December 1927.
2424. **Gjesdahl, Frederick L.** Occupational guidance in all schools. *Chicago schools journal*, 10: 128-31, December 1927.  
Gives a bibliography on Occupational information.
2425. **Hausam, Winifred M.** Are occupational studies and investigations proving their worth? *Vocational guidance magazine*, 6: 128-33, December 1927.  
Gives an evaluation of the results.
2426. **Hickox, J. G.** Vocational guidance in high schools. *Journal of education*, 106: 580-83, December 12, 1927.  
An outline of work is given.
2427. **Hutcherson, George E.** . . . Vocational and educational guidance in junior and senior high schools; organization and administration. Albany, The University of the state of New York press, 1927. 29 p. 8°. (University of the state of New York bulletin no. 887, November 1, 1927)
2428. **Kitson, Harry D.** Determination of vocational aptitudes. *Personnel journal*, 6: 192-98, October 1927.  
Discusses whether the tapping test measures aptitude as a typist or a pianist, describes the method, the administering of the tests, and gives conclusions.
2429. **Klosky, Simon.** Chemical research as a career for college graduates. *Catholic educational review*, 25: 600-603, December 1927.
2430. **Lane, May Rogers.** Providing vocational information. *Vocational guidance magazine*, 6: 1-8, October 1927.  
A general survey of occupations for the eighth grade.
2431. **Lehman, Harvey C. and Witty, Paul A.** The problem of interest and vocational guidance. *Kansas teacher*, 26: 7-11, November 1927.  
Gives a list of activities in which children frequently engage in their leisure.
2432. **Mackaye, David L.** The fixation of vocational interest. *American journal of sociology*, 33: 353-70, November 1927.  
A study of the vocational interests of 400 children in a rural union high-school district in the San Joaquin Valley, Calif.
2433. **Murphy, Frederick V.** Architecture as a career for the college graduate. *Catholic educational review*, 25: 593-99, December 1927.
2434. **Robertson, David A.** Personnel methods in college. *Educational record*, 8: 310-21, October 1927.

- 2435. Strong, Edward K.** Vocational guidance of executives. *Journal of applied psychology*, 11: 331-47, October 1927. tables.  
Gives findings for various occupational groups.
- 2436. Valade, Ernest A.** Engineering as a career for the college graduate. *Catholic educational review*, 25: 586-92, December 1927.
- 2437. Woody, Thomas.** Women and the Christian ministry: a hint to vocational guides. *Vocational guidance magazine*, 6: 115-21, December 1927.

### WORKERS' EDUCATION

- 2438. Rich, C. W.** Ohio labor aids workers' children to a college education. *Workers' education*, 5: 7-8, December 1927.  
Describes the work of the Trades and labor assembly of Springfield, Ohio, and its Scholarship awards committee.

### HOME ECONOMICS

- 2439. American home economics association.** Proceedings of the twentieth annual meeting, Asheville, N. C., June 21-24, 1927. Baltimore, Md., American home economics association, 1927. 90 p. 8°. (*Bulletin of the American home economics association*, ser. 10, no. 1, October 1927)
- 2440. Barrows, Anna.** Chapters from the lives of leaders. *Home economist*, 5: 179-80, 200, November 1927.  
Describes the ultimate home economist and her need for practical education.
- 2441. Bunce, Lella.** Home economics curriculum building in Georgia high schools. *Georgia education journal*, 20: 21-22, December 1927.
- 2442. Davis, Mary Agnes.** The school lunch. *Normal instructor and primary plans*, 37: 46, 81, November 1927.  
Gives the recipes and the directions for making a number of attractive food combinations.
- 2443. Good, Carter V.** The high school curriculum in home economics. *Journal of home economics*, 19: 686-90, December 1927.  
A statement of the home economics aims or objectives and a tabulation of the various home economics courses offered in high schools.
- 2444. Koehne, Martha.** Recent progress in nutrition. *Journal of home economics*, 19: 623-28, November; 679-85, December 1927.  
Based on a talk given at the annual meeting of the American home economics association, Asheville, N. C., June 21, 1927.
- 2445. McCormick, Mary G.** . . . Suggested lessons in nutrition for the seventh and eighth grades. Albany, The University of the state of New York press, 1927. 52 p. 8°. (*University of the state of New York bulletin* . . . no. 896, March 15, 1928)
- 2446. Turner, Marcia Elizabeth.** Teaching family and community relationships. *Journal of home economics*, 19: 613-16, November 1927.  
The practical experience on which this paper is based was obtained in the public schools of Ames, Iowa, which serve as a student teaching center for the home economics vocational education department of the Iowa State college.
- 2447. Wilson, Isabella Chilton.** Nutrition and health education. *Home economist*, 5: 185, 190, November 1927. illus.  
Tells how one college trains elementary school teachers. Gives short list of references, and a list of nutrition and health material sources.
- 2448. Winchell, Cora M.** General trends in education as applied to home economics. *Georgia education journal*, 20: 11-12, October 1927.

## COMMERCIAL EDUCATION

2449. **Association of life insurance presidents.** Proceedings of the twenty-first annual convention . . . New York, N. Y., December 8 and 9, 1927. 288 p. 8°. (Address: Association of life insurance presidents, 165 Broadway, New York, N. Y.)

Contains: W. H. P. Faunce: Educating twentieth century pioneers, p. 12-17.

2450. **Eastern commercial teachers' association.** Proceedings of the twenty-ninth annual convention . . . Boston, Mass. April 14, 15, and 16, 1927. 175 p. 8°. (Seth B. Carkin, secretary, Packard commercial school, New York city)

Contains: 1. Gilbert Dake: Standards of attainment in commercial training sufficiently high to eliminate waste in education, p. 19-24. 2. Frederick L. Hoffman: The need of higher education in commerce, p. 24-33. 3. Augustus O. Thomas: Business training as a basis for a successful professional career, p. 37-41. 4. Edward A. Filene: The business of commercial education, p. 41-48. 5. Frederick H. Read: Does our training in bookkeeping satisfy the business man? p. 48-54. 6. William P. McIntosh: Teaching business arithmetic, p. 85-93. 7. H. M. Munford: The basic principles in teaching shorthand, p. 103-106. 8. The scope and fundamental objectives of the commercial curriculum in the secondary field. From administrators point of view [by] Frank P. Morse, p. 131-35; From commercial educators' point of view, [by] Maynard Maxim p. 135-38. 9. Commercial education in the senior high school [by] Bancroft Beatley, p. 144-46; [by] Albert E. Bullock, p. 146-48. 10. Edward J. Rowse: The high school cooperative plan for training retail store workers, p. 159-65.

2451. **National association of penmanship teachers and supervisors.** Report . . . Philadelphia, April 27-29, 1927. 90 p. 8°. (Arthur G. Skeeles, secretary, Columbus, Ohio)

Contains: 1. Joseph S. Taylor: Supervision and teaching of handwriting, p. 9-15. 2. Lena A. Shaw: Summary of the reports of the committee on handwriting to the commission on the curriculum of the Department of superintendence, National education association, p. 16-18. 3. Frances M. Moore: The so-called "new" handwriting, p. 19-28. 4. A. N. Palmer: Child habit formation in the elementary schools, p. 46-56. 5. Report of committee on research and investigation, p. 66-71.

2452. **Good, Carter V.** The high school curriculum in commercial education. *Journal of commercial education*, 56: 263-65, November 1927. tables.

2453. **Greene, Lora.** The contract system applied to commercial work. *Balance sheet*, 9: 8-9, 11, December 1927.

2454. **Kornhauser, Arthur W.** Tests and high-school records as indicators of success in an undergraduate school of business. *Journal of educational research*, 16: 342-56, December 1927. tables.

2455. **Long, N. Catherine.** One hundred true-false statements for the type-writing class. *American shorthand teacher*, 8: 128-30, December 1927.

2456. **Nelson, Lenora M.** Diagnostic tests in shorthand theory. *American shorthand teacher*, 8: 96-98, November 1927.

Gives the scale for Test I—10B, Completion test—Shorthand, and Test II—Multiple choice—Shorthand.

2457. **Newton, Lewis A.** Training for office trades. *Balance sheet*, 9: 4-6, December 1927.

Discusses training for clerical positions, for machine operators, for office practice, the use of junior clerical tests, etc.

2458. **Reyburn, Samuel.** Training for selling. *Journal of commercial education*, 56: 277-79, 288, November 1927.

Extracts from an address given at a joint meeting of the Store managers' division and the Controllers' congress of the National retail dry goods association, Chicago, May, 1927.

2459. **Smith, Maude.** Helping the slow pupil to succeed. *American shorthand teacher*, 8: 115-18, December 1927.

A paper read before the meeting of the New York city Gregg shorthand teachers' association, and the experiment tried in the Yonkers High school of commerce.

2460. **Warner, Harold E.** Typewriting in the junior high school. *Journal of commercial education*, 66: 219-21, 249-51, September-October 1927.
2461. **Wills, Elbert Vaughan.** The old University of Louisiana and the beginnings of higher commercial education in the United States. *Education*, 48: 209-24, December 1927; 307-17, January 1928.

## PROFESSIONAL EDUCATION

### MEDICINE AND PHARMACY

2462. **American association of colleges of pharmacy.** Proceedings of the twenty-eighth annual meeting, St. Louis, August 22-23, 1927. 167 p. 8°. (Zada M. Cooper, secretary-treasurer, Iowa City, Iowa)
- Contains: 1. Antoine E. Greene: The cultural value of pharmaceutical history in the pharmacy curriculum, p. 31-35. 2. Report of the committee on research, p. 40-47. 3. Arno Vlahoever: Creative education, p. 49-51. 4. The report of the committee appointed to study the question of fixing a definite date for the adoption of the four-year minimum course, p. 67-81. 5. M. V. del Rosario: The four-year course of pharmacy, p. 81-95. 6. George D. Stoddard and Russell L. Austin: Objective examinations in pharmacy, p. 118-28. 7. Robert P. Fischelis: Are the standards of the American association of colleges of pharmacy adequate for state board recognition? p. 128-34. 8. C. E. Mollett: Are the standards of the American association of colleges of pharmacy adequate for state board recognition? p. 134-36. 9. Earl R. Series: What subjects may be added to the board of pharmacy examinations because of the three year curricula now being offered in colleges of pharmacy? p. 136-39.
2463. **American medical association.** Proceedings of the annual congress on medical education, medical licensure and hospitals, Chicago, February 14, 15 and 16, 1927. Chicago, American medical association [1927] 73 p. f°.
- Contains: 1. Arthur D. Bevan: The need of teaching medical ethics, p. 1-3. 2. Franklin C. McLean: The university and medical education, p. 4-6. 3. Charles F. Martin: Some aspects of medical education and procedure, p. 6-9. 4. Ray L. Wilbur: Altering the medical curriculum, p. 9-12. 5. Everts A. Graham: The teaching of clinical work to the undergraduate, p. 14-18. 6. William J. Mayo: Medical education for the general practitioner, p. 18-20. 7. W. S. Leathers: The place of preventive medicine in the medical school, p. 20-25. 8. Willard C. Rappleye: Survey of medical education, p. 25-26. 9. N. P. Colwell: The hospital's function in medical education, p. 37-40. 10. Louis B. Wilson: Graduate medical education in Europe, p. 46-53
2464. **Association of American medical colleges.** [Papers read at the thirty-eighth annual meeting held in Montreal, October 24-26, 1927] *Bulletin of the Association of American medical colleges*, 3: 97-192, April 1928. (Fred C. Zapffe, secretary-treasurer, 25 East Washington Street, Chicago, Ill.)
- Contains: 1. W. W. Chipman: Teaching of obstetrics, p. 97-105. 2. J. C. Meakins: The teaching of medicine, p. 108-14. 3. Duncan Graham: The teaching of physical diagnosis, p. 115-19. 4. Charles P. Emerson: The teaching of internal medicine along "phylogenetic" lines, p. 119-28. 5. H. G. Weiskotten: A study of present tendencies in medical practice, p. 130-44. 6. H. S. Diah: Periodic health examination of medical students, p. 144-51. 7. E. P. Lyon: The relation of the liberal arts college to the professional schools, p. 152-59.
2465. **Berglund, Hilding.** Studying medicine in Sweden—a comparison with our American system. *Bulletin of the Association of American medical colleges*, 2: 292-96, October 1927.
2466. **The Rockefeller foundation. Division of medical education.** Methods and problems of medical education (eighth series) New York, N. Y., Division of medical education, The Rockefeller foundation, 1927. 372 p. illus., plans. 4°.
2467. **Zapffe, Fred C.** A proposed new curriculum. *Bulletin of the Association of American medical colleges*, 2: 322-30, October 1927.



## NURSING

2468. **Bernard, Friscilla.** Teaching with moving pictures in nursing schools and hospitals. *Trained nurse and hospital review*, 79: 373-77, October 1927.
2469. **Stewart, Isabel M.** Organizing community interest in nursing education. *American journal of nursing*, 27: 951-58, November 1927.
2470. **Thévoz, Martha L.** Schools of nursing in Switzerland. *American journal of nursing*, 27: 915-18, November 1927.
2471. **Titus, Shirley C.** The place of extra-curricular activities in schools of nursing. *American journal of nursing*, 27: 958-63, November 1927.

## ENGINEERING

2472. **Society for the promotion of engineering education.** Proceedings of the thirty-fourth annual meeting, held at the State University of Iowa, Iowa City, Iowa, June 16-18, 1926 . . . Pittsburgh, Pa., Office of the Secretary, 1927. v, 943 p. 8°.

Contains: 1. George B. Pegrum: Surveys in higher education, p. 4-14. 2. W. E. Wickenden: Preliminary report to the board of investigation and coordination and the Society, p. 22-51. 3. H. P. Hammond: Summary of the fact-gathering stages of the investigation of engineering education, p. 52-62. 4. Engineering students at time of entrance to college, p. 83-114. 5. Admissions and eliminations of engineering students, p. 115-46. 6. Engineering graduates and non-graduate former students, p. 172-216. 7. Engineering teaching personnel, p. 217-61. 8. The supplementary activities of engineering colleges, graduate courses, organized research, extension courses, and other services, p. 279-99. 9. The costs of engineering education, p. 300-14. 10. Preliminary report of the board of investigation and coordination, p. 321-55. 11. A summary of opinions concerning engineering curricula, p. 356-92. 12. Walton C. John: Higher education and engineering education, p. 399-409. 13. C. M. Jansky: Extension courses in engineering, p. 410-27. 14. Walton C. John: A study of engineering curricula, p. 454-513. 15. Mortimer E. Cooley: The development of engineering education during the last fifty years, p. 514-28. 16. A study of evolutionary trends in engineering curricula, p. 551-85. 17. Magnus W. Alexander: The problem of engineering education from the standpoint of American industry, p. 586-99. 18. A. H. Fuller: Work of Iowa State college committee on engineering education research, p. 600-17. 19. The cooperative method of engineering education, p. 669-735. 20. James R. Withrow: Four, five and six year chemical engineering curricula, p. 736-51. 21. W. E. Wickenden: Curriculum revision in the light of the board recommendations, p. 792-801. 22. Donald G. Paterson and Paul M. Thornburg: High school scholarship standing of freshman engineering students, p. 808-11. 23. T. A. Langle: The Iowa placement examinations at the University of Minnesota, p. 842-60.

2473. **Ell, Carl S.** Cooperative education. *School and society*, 26: 439-44, October 8, 1927.

Presented at the Business conference of New England executives and educational leaders, at the University club, Boston, April 29, 1927. The subject of a cooperative plan in engineering education was discussed.

2474. **Jackson, Dugald C.** Graduate study in the engineering schools. *Journal of engineering education*, 18: 125-58, October 1927.

Also in *School and society*, 26: 508-9, October 22, 1927.

2475. **Pan American confederation for highway education.** Its aims and purposes. Constitution and by-laws. Washington, D. C., Pan American union [1927] 36 p. 8°.

## THEOLOGY

2476. **Frank, E. W.** The religious education of the minister. *Religious education*, 22: 950-58, November 1927.

Discusses the reconstruction in general education and its effect upon the theory as well as the practice of theological education.

## MILITARY AND NAVAL TRAINING

2477. **Barnes, Roswell P.** Militarizing our youth. The significance of the Reserve officers' training corps in our schools and colleges . . . with an introduction by John Dewey. New York city, Committee on militarism in education, 1927. 47 p. 12°.
- Opposed to this system.
2478. **Chambers, Merritt M.** "Every man a brick!" The status of military training in American universities. Bloomington, Ill., Public school publishing company [1927] 100 p. illus. 12°.
2479. **McKee, Oliver, jr.** America's army university. National republic, 15: 14-15, 38, November 1927. illus.
- Says that 30,000 students, most of them civilians, last year were enrolled in its various courses.

## CIVIC EDUCATION

2480. **Bailey, Henry Turner.** The higher citizenship. Michigan education journal, 5: 218-22, 229, December 1927.
- An address given at the Michigan education association, District meeting, Ironwood, October 7, 1927.
2481. **Civics—Grades 1-A to 8-B.** Teachers monographs, 35: 7-39, September 1927.
- Outline, month by month, for each grade in the public schools, from the first to the eighth, inclusive.
2482. **Hanford, A. C.** The case system of teaching municipal government. Harvard alumni bulletin, 30: 313-16, December 8, 1927.
- Gives points in favor of this system in courses in government and administration, especially in municipal government.
2483. **Johnston, G. A.** Psychology of citizenship. Edinburgh review, 246: 243-58, October 1927.
2484. **Nissen, S. B.** The Young citizens' league of South Dakota. Journal of the National education association, 16: 277-78, December 1927.
- The league is sponsored by the State department of public instruction.
2485. **Van Osdol, J. A.** Sketches from our Constitutional history . . . Approved by State board of education. Roy P. Wisheart, State superintendent of public instruction. Indianapolis, Wm. B. Burford printing co., 1927. 38 p. 8°. (Indiana. Department of public instruction. Bulletin, no. 96)
- The appendix contains a bibliography on the Constitution and information concerning the oratorical contest.

## NEGRO EDUCATION

2486. **Botts, John M.** Better schools on the way. Southern workman, 56: 474-78, October 1927.
- Discusses Negro education in the Southern states.
2487. **Dabney, Thomas L.** Negro students in London universities. Southern workman, 56: 517-20, November 1927.
2488. **Greene, Harry W.** Freshman week in Negro colleges. Christian educator, 26: 1-2, November 1927.
2489. **John F. Slater fund.** Proceedings and reports for year ending September 30, 1927. 29 p. 8°. (Miss Gertrude C. Mann, secretary, Box 418, Charlottesville, Va.)

2490. **Johnson, Guy B.** The Negro and musical talent. *Southern workman*, 56: 439-44, October 1927.

A comparison of the Negro with the white race, based on studies made by Dr. Carl E. Seashore.

2491. **Taylor, Ben L.** The accredited Negro high schools of North Carolina. *School and society*, 26: 460-64, October 8, 1927.

### EDUCATION OF WOMEN

2492. **American association of university women.** Proceedings of the fifth national convention and forty-first general meeting, Washington, D. C., March 30-April 2, 1927. 239 p. 8°. (Headquarters: 1634 Eye Street, Washington, D. C.)

Contains: 1. Ada L. Comstock: An interpretation of the national educational program, p. 17-21. 2. Esther L. Richards: The significance of individual behavior in the field of education, p. 22-33. 3. Frances F. Bernard: Values in education, p. 34-38. 4. Ethel P. Howes: The woman's orientation course—what shall be its basic concept? p. 39-44. 5. Alexander Meiklejohn: Principles of college education, p. 45-62. 6. Discussion group on preschool education, p. 70-73. 7. Discussion group on elementary education, p. 73-77. 8. Discussion group on adolescent education, p. 77-81.

2493. **National association of deans of women.** Proceedings of the fourteenth regular meeting . . . Dallas, Texas, February 23-26, 1927. Washington, D. C., Pub. by the Association, 1634 Eye Street, N. W., 1927. 280 p. 8°.

Contains: 1. Grace H. Hull: The organization of the high school dean's office, p. 73-76. 2. Virginia J. Esterly: The dean's desk, p. 77-90. 3. Estella G. Hedley: The organization of the dean's office, p. 90-95. 4. Sarah M. Sturtevant: A progress report on "A personnel study of the work of women deans in colleges and universities, p. 95-98. 5. Mabel B. Lee: The dean as chief personnel officer, p. 100-107. 6. Elsie M. Smithies: From high school to college, p. 107-15. 7. E. D. Jennings: Character formation in adolescent years, p. 115-21. 8. Elizabeth E. Packer: The health program at New Trier high school, p. 122-28. 9. LeRoy A. Wilkes: A campus health program, p. 129-36. 10. Floy V. Elliott: A socialization program for girls, p. 141-49. 11. Mary C. Brogdon: Better housing through better householders. A course of study for householders: what it should include and accomplish, p. 149-60. 12. Ella W. Brown: The value of a student petition, p. 176-81. 13. Blanch M. Trilling: Safeguarding girls' athletics, p. 181-89. 14. Mabelle B. Blake: How does a personnel worker view the work of the dean? p. 191-96. 15. Iva L. Peters: The youth movement, p. 196-201. 16. Lois K. M. Rosenberry: The new Americanism and the dean, p. 201-10. 17. Mary Ross Potter: History of conferences of deans of women to the organization of the national association in 1917, p. 212-27.

2494. **National association of principals of schools for girls.** Proceedings of the eighth annual meeting, February 24-26, 1927, Dallas, Texas. 135 p. 8°. (Edna F. Lake, secretary-treasurer, Albany Academy for girls, Albany, N. Y.)

Contains: 1. Mrs. Avis D. Carlson: The code of the adolescent, p. 11-28. 2. R. T. Tsanoff: Religious education without religious bias, p. 29-47. 3. Preliminary report of operating expenses of private schools for the year 1925-1926, p. 48-52. 4. Lucy Gage: Creative work and the child's growth, p. 70-80. 5. George D. Strayer: Democracy in school administration, p. 99-110. 6. Mabel Lee: The problem girl, p. 111-22.

2495. **Courtney, Elizabeth M.** A plea for the adolescent girl. *Journal of education*, 106: 443-46, November 7, 1927. tables.

2496. **Davidson, Margaret B. and MacPhail, Andrew H.** Psychological testing in a woman's college. *Personnel journal*, 6: 266-75, December 1927. tables.

Results of four years testing program in the Women's college in Brown university.

- 2497 **Ferris, Helen and Moore, Virginia.** *Girls who did. Stories of real girls and their careers.* Illustrated by Harriet Moncure. New York, E. P. Dutton & company [1927] viii, 308 p. illus. 12°.

A series of interviews with 19 women who have achieved success in various vocations is given in this volume. The concluding chapter is entitled "You," and gives suggestions on choosing a vocation for any girl who may read it.

2498. **Good, Virginia and Good, Carter V.** *A study of the dean of girls in secondary schools.* Educational administration and supervision, 13: 599-610, December 1927. tables.

2499. **Irwin, Mrs. Gertrude C.** *A dean of girls in every high school.* Utah educational review, 21: 136-37, 168, November 1927.

The writer is president of the Dean of women and girls' section of the Utah educational association.

2500. **Johnson, Georgia Borg.** *Organization of the required physical education for women in state universities.* New York city, Bureau of publications, Teachers college, Columbia university, 1927. viii, 171 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 253)

2501. **Main, John H. T.** *Suggestions on education for women.* School and society, 26: 663-66, November 26, 1927.

Address at the Scripps college conference on the education of women.

2502. **National association of deans of women.** *Survey of student health service in the United States.* Conducted jointly by the National association of deans of women and the Women's foundation for health, inc. New York City, Women's foundation for health, inc. [1927] 31 p. 8°.

Director of survey, Anna Eloise Pierce.

2503. *The question of the women's colleges.* By Virginia Crocheron Gildersleeve, Barnard; Marion Edwards Park, Bryn Mawr; Mary E. Woolley, Mount Holyoke; Ada L. Comstock, Radcliffe; William Allan Neilson, Smith; Henry Noble MacCracken, Vassar; Ellen F. Pendleton, Wellesley. Atlantic monthly, 140: 577-84, November 1927.

Asks for more adequate financial support for women's colleges, as compared with institutions for men.

2504. **Tracy, Martha.** *The profession of medicine and women's opportunity in this field.* Journal of the American association of university women, 21: 5-10, October 1927.

2505. **Walter, Henriette B.** *Girl life in America; a study of backgrounds.* Made for the National committee for the study of juvenile reading. New York, National committee for the study of juvenile reading, 1927. 157 [8] p. 8°.

CONTENTS.—Chap. I. The home and the girl.—Chap. II. The school and the girl.—Chap. III. The transition from school to work.—Chap. IV. The working world.—Chap. V. Religious influences.—Chap. VI. Recreational facilities outside the home, the school, and the church.—Chap. VII. Use of spare time.—Chap. VIII. Interests of adolescent girls other than reading.—Chap. IX. Reading interests and habits of girls.—Chap. X. Some current social tendencies and the adolescent girl.

2506. **Williams, Mary Wilhelmine.** *Education of women in Latin America.* Journal of the American association of university women, 21: 1-5, October 1927.

This article is based on information resulting from a survey made for the above association, in the interest of securing better candidates for the Latin-American fellowship.

## EDUCATION OF THE BLIND

2507. **American association of workers for the blind.** Proceedings of the twelfth biennial convention . . . June 20-24, 1927 . . . Atlantic City, N. J. 234 p. 8°. (Robert I. Bramhall, secretary, Boston, Mass.)

Contains: 1. Anne Connolly: Are blind people with normal intelligence doing all they can to make themselves socially acceptable among seeing people? p. 8-13. 2. George F. Meyer: Social adjustment of the blind, p. 13-20. 3. Harold B. Deming: The social problem of the boy graduate of a school for the blind, p. 21-24. 4. Bertha Hanford: Social adjustment of girl graduates of schools, p. 24-28. 5. Murray B. Allen: The social adjustment of the newly blinded, p. 29-34. 6. D. W. Glover: How the residential schools can prepare their pupils for participation in the social life of the seeing world, p. 35-39. 7. Lady Francis Campbell: Work for the blind in England since 1900, p. 102-14. 8. William A. Hadley: The Hadley correspondence school for the blind, p. 137-40. 9. Lucille A. Goldthwaite: What should be the attitude of workers for the blind in regard to the establishment of new libraries for the blind? p. 202-208.

2508. **National committee for the prevention of blindness.** Proceedings of twelfth annual conference . . . including joint sessions with American social hygiene association, National organization for public health nursing, Eastern association of Indian affairs. New York, N. Y., December 1 and 2, 1926. New York, National committee for the prevention of blindness [1927] 112 p. 8°.
2509. **Hadley, Hazel C.** Sight saving classes in the public schools presenting the Ohio plan. Prepared under the direction of Vernon M. Riegel. Columbus, O., The F. J. Heer printing co., 1927. 90 p. plates. 8°.

2510. **Koch, Felix J.** Teaching the canons of practical art to the sightless. School-arts magazine, 27: 203-9, December 1927. illus.

A discussion of the public art-teaching school for the blind, Cloverbrook school, at Cloverbrook, Ohio.

## EDUCATION OF THE DEAF

2511. **American federation of organizations for the hard of hearing.** Proceedings . . . Chautauqua, New York, June 27, 28, 29, 30, 1927. Volta review, 29: 493-677, October 1927.

Contains: 1. Report of the commission appointed by the American federation of organizations for the hard of hearing to study means of aiding hard of hearing children in the public schools, p. 526-33. 2. Anne C. Norris: Report of the committee on the survey of hard of hearing children, p. 533-37. 3. Olive A. Whildin: Report of the teachers' committee, p. 537-43. 4. Emily A. Pratt: The importance of determining the need for lip-reading among deafened school children, p. 558-63. 5. Marlon A. Durfee: Public school teaching of hard of hearing adults and children, p. 565-72. 6. Gertrude Bergen: Advertising the private school, p. 580-82. 7. Ena G. Macnutt: The importance of the qualified teacher, p. 582-86. 8. Harvey Fletcher: Report of the committee on scientific research, p. 588-92. 9. Douglas Macfarlan: The report of the committee appointed to survey the instrumental aids to hearing, p. 592-631.

Report of U. S. Bureau of standards on survey of instruments for the deafened, p. 603-18.

2512. **Pintner, Rudolf.** The survey of schools for the deaf. V. American annals of the deaf, 72: 377-414, November 1927. tables. diags.

Continued from the January, 1927, issue of this periodical.

2513. **Thompson, Helen.** An experimental study of the beginning reading of deaf-mutes. New York city, Bureau of publications, Teachers college Columbia university, 1927. 83 p. illus. 8°. (Teachers college Columbia university. Contributions to education, no. 254)

Bibliography: p. 81-83.

## EXCEPTIONAL CHILDREN

2514. **American association for the study of the feeble-minded.** Proceedings and addresses of the fifty-first annual session, held at Cincinnati, Ohio, June 4-6, 1927. 264 p. 8°. (Journal of psychoasthenics, vol. 32, June 1926 to June 1927) (Howard W. Potter, secretary-treasurer, Thiells, N. Y.)

Contains: 1. Edgar A. Doll: Borderline diagnosis, p. 45-59. 2. Meta L. Anderson: The education of defectives in the public schools, p. 129-36. 3. Mabel R. Fernald: Some problems related to the education of mentally defective children, p. 137-47. 4. George J. Vaith: Training the idiot and imbecile, p. 148-68. 5. C. S. Raymond: Intellectual development in morons beyond the chronological age of sixteen years, p. 243-48.

2515. **Asher, E. J.** The training needs of reform school boys experimentally determined. *Journal of delinquency*, 11: 151-58, September 1927.

A study of fourteen-year-old boys at the Kentucky houses of reform, who were given the Stanford revision of the Binet-Simon test, the Stenquist assembly tests, and Meyers mental measure.

2516. **Curtis, Henry S.** Education of the crippled child. *Journal of education*, 106: 412-13, October 31, 1927.

2517. **Dayton, Neil A.** Newer functions of our state schools for the mentally deficient. *Boston medical and surgical journal*, 197: 1024-26, December 1, 1927.

Discusses the activities of the Massachusetts schools for mentally deficient.

2518. **Fernald, Mabel B.** Problems related to the education of mentally defective children. *Elementary school journal*, 28: 205-13, November 1927.

Enumerates the studies which are being made on the subject by various civic and federal agencies.

2519. **Killick, Victor W.** Suggestions for parental administration calculated to reduce juvenile delinquency. *Journal of delinquency*, 11: 194-206, September 1927. *diags. tables.*

2520. **Knox, Margaret.** The school, the maladjusted child, and the visiting teacher. *Elementary school journal*, 28: 176-80, November 1927.

2521. **Lima, Margaret.** Speech defects in children. *Mental hygiene*, 11: 795-803, October 1927.

2522. **Martin, Frances.** Delinquency of adolescent boys. *Journal of education*, 106: 357-61, October 17, 1927.

2523. **Parsons, Philip A.** How can we train for probation work? *Journal of delinquency*, 11: 257-66, December 1927.

A paper read at the National prisons' congress, Probation section, Tacoma, Wash., August 18, 1927.

2524. **Whipple, Helen Davis.** Making citizens of the mentally limited; a curriculum for the special class. Bloomington, Ill., Public school publishing company [1927] vi, 374 p. 12°.

This book embodies a curriculum presenting a composite of the best practices of the best special-class teachers whom the author has observed, and at the same time conforming to the principles which psychologists agree should govern the training of the subnormal.

2525. **Witty, Paul A. and McCafferty, Estelle.** Attainment by feebleminded children. *Bulletin of education* (University of Kansas) 1: 13-20, December 1927.

A survey of Kansas schools in 1926 shows that "less than six percent of the estimated number of feebleminded in the public schools is being given any kind of special educational opportunity."

2526. Wolfe, W. Béran. *The psychopathology of the juvenile delinquent.* Journal of delinquency, 11: 159-69, September 1927.

Dr. Wolfe is psychiatrist in the Mental hygiene clinic of the Beth Israel and Mt. Sinai hospitals of New York city, and director of the Hunts Point child guidance clinic in one of the New York public schools.

### EDUCATION EXTENSION

2527. *American association for adult education. Digest of the proceedings of the second annual meeting . . . May 16 to 18, 1927, Cleveland, Ohio.* New York, American association for adult education [1927] 170 p. 8°.

Contains: 1. Joel B. Hayden: *The Cleveland education extension council*, p. 19-23. 2. Harry Irwin: *A self-study of adult education activities and needs*, p. 26-32. 3. Newton D. Baker: *Adult education from the standpoint of good citizenship*, p. 38-47. 4. Edwin E. Slosson: *Adult education in science*, p. 47-61. 5. S. P. Capen: *The Buffalo educational council*, p. 62-68. 6. G. B. Cutten: *The menace of leisure*, p. 73-77. 7. Sam A. Lewisohn: *Adult education and business management*, p. 86-94. 8. Matthew Woll: *Labor's belief in adult education*, p. 95-103. 9. Kenyon L. Butterfield: *Rural community organization*, p. 104-109. 10. John M. Thomas: *The university extension ideal*, p. 109-21. 11. Harry A. Overstreet: *Teacher training in adult education*, p. 124-28. 12. Henry Suzzallo: *Reading as a factor in the process of self education*, p. 128-37.

2528. *National education association. Department of adult education. Proceedings, 1927. Interstate bulletin adult elementary education*, 3: 1-47, September 1927.

Contains: 1. R. C. Deming: *The department of adult education, its status and future*, p. 5-7. 2. L. R. Alderman: *Some outstanding contributions to adult education . . .* p. 9-12. 3. J. M. Kniseley: *The necessity for leadership and financial support in a state program for adult education*, p. 13-16. 4. E. F. Young: *Some economic aspects of immigration*, p. 19-23. 5. J. D. Jennings: *What the library can do in adult education*, p. 26-28. 6. Elaine Swenson: *The adult mind and modern devices for teaching a language*, p. 29-32. 7. Ethel Swain: *Tests for progress in adult alien and native-born classes*, p. 32-34. 8. Nina J. Beglinger: *A different technic for beginners' classes—The Detroit method*, p. 34-36.

2529. *National university extension association. Proceedings . . . at Chapel Hill, North Carolina, April 25, 26, 27, 1927.* Boston, Wright & Potter printing company, 1927. 207 p. 8°. (J. A. Moyer, secretary-treasurer, Massachusetts Department of education, Boston, Mass.)

Contains: 1. William H. Lighty: *President's address [University extension]* p. 7-17. 2. Harold G. Ingham and R. B. Duncan: *University extension in the lyceum field*, p. 17-27. 3. T. H. Shelby: *The place of contests in an extension program*, p. 30-41. 4. Edith Thomas: *University library extension service as a factor in the problem of adult education*, p. 49-55. 5. Franz A. Aust: *The fine arts in adult education*, p. 59-68. 6. Edward A. Filene: *Business and adult education*, p. 68-82. 7. *Conference on reading courses and study outlines*, p. 83-93. 8. N. C. Miller: *Adult education in industry*, p. 93-103. 9. Theodore J. Grayson: *Adult education in business*, p. 110-14. 10. George B. Zehmer: *Co-operation with radio broadcasting association*, p. 148-56.

2530. *New York (State) Department of education. Special conference on the education of employed youth. Proceedings . . . New York city, May 23-26, 1927.* Albany, University of the State of New York, 1927. 136 p. 8°.

Contains: 1. George D. Strayer: *The continuation school—a State function*, p. 26-28. 2. William A. Howe: *A program of medical inspection and follow-up service for the continuation schools*, p. 34-37. 3. Jay B. Nash: *Recreation for employed children*, p. 39-43. 4. Haven Emerson: *Health education in the continuation schools*, p. 43-48. 5. Frederick R. Rogers: *A practical health program for employed children*, p. 49-51. 6. Thomas E. Finegan: *Visual aids in the education of working youth*, p. 53-57. 7. Amelia H. Munson: *How public libraries can help employed youth*, p. 57-65. 8. Frank L. Tolman: *The State plan for interesting children in reading*, p. 67-71. 9. Isaac H. Blanchard: *Apprentice training for the skilled trades*, p. 73-76. 10. E. W. Edwards: *Day continuation schools vs. evening schools for employed minors*, p. 76-79. 11. Austin S. Donaldson: *The part-time schools and selection of store workers*, p. 89-93. 12. Mary H. S. Hayes: *A program of vocational guidance for the continuation schools*, p. 96-102. 13. Jeremiah W. Jenks: *The continuation school and educa-*

tion for citizenship, p. 107-12. 14. Charles E. Finch: A program of education for good citizenship for the continuation schools, p. 112-19. 15. Orrin C. Lester: Thrift and the young wage earner, p. 121-25.

2531. **Alderman, Lewis B.** Adult education. Education bulletin, (New Jersey) 14: 114-17, December 1927.

An address given at the Conference of superintendents and supervising principals, at Atlantic City, December 8-9, 1927.

2532. **Brown, Glen D.** The evening-school program—Its promotion and maintenance. Industrial-arts magazine, 16: 407-11, November 1927.

Illustrated with forms of notification cards, window placards, registration cards, record cards, admission cards, evening school certificate, etc.

2533. **Bush, Ralph Hopkins.** The status of the summer schools in secondary schools in Illinois (exclusive of the city of Chicago) Issued by Francis G. Blair, superintendent of public instruction. Springfield, Ill., Schnepf & Barnes, printers, 1927. 69 p. tables, diags. 8°.

2534. **Filene, Edward A.** All adult education must teach workers to be open-minded. Trained men, 7: 99-101, November-December 1927.

2535. **Fisher, Dorothy Canfield.** Why stop learning? New York, Harcourt, Brace and company [1927] x, 301 p. 12°.

Contains Chapters on Correspondence schools, Free public libraries, Women's clubs, Parents as students, Lyceums, chautauquas, University extension, Workers education, Museums, What other countries are doing.

2536. **Florida. University.** Talking machine records. Gainesville, The University, 1927. 16 p. 8°. (General extension division record, vol. 8, no. 17, May 1927)

The Extension division lends talking-machine records to the schools, in order to stimulate the love of good music, and to offer a wider selection of records for study than is possible for the ordinary school to buy. The music records are graded for schools, and classified under instrumental and vocal music, also under Bird songs, Christmas songs, Indian music, Physical education, etc.

2537. **Great Britain. Board of education.** Pioneer work and other developments in adult education. London, H. M. Stationery office, 1927. vi, 82 p. 16°.

2538. **Henry, Ralph L.** Summer schools: an adverse view. School and society, 26: 732-37, December 10, 1927.

The writer is "not at all sure that the American summer school is filling the need of a large proportion of its students," and mentions the reasons.

2539. **Kohn, Erin.** South Carolina's unique adult schools. Interstate bulletin, 3: 1-2, November-December 1927.

Describes two college vacation schools, Erskine college and Anderson college, which were thrown open to "ambitious but belated learners" for the sixth year in July, 1927.

2540. **McGuffey, Verne.** Activities of adults in a rural community. Teachers journal and abstract, 2: 700-3, December 1927. tables.

A summary of the author's unpublished thesis on the subject, at Colorado State teachers college, 1926.

2541. **Montgomery, Mabel.** Opportunity schools. Ohio teacher, 48: 62-64, October 1927.

South Carolina's work in her battle to remove the illiteracy within the state is described.

2542. **Morrison, Robert H.** Opportunities for educational extension in rural school communities. American schoolmaster, 20: 267-72, October 1927.

Discusses three points: I, The desire for more education upon the part of workers; II, The need for rural educational extension of the public school; and III, Opportunities for educational extension in rural districts.



2543. **Schmied, Otto K.** The evening high school. *Baltimore bulletin of education*, 6: 31-33, November 1927.
2544. **Sudweeks, Joseph.** Intelligence of the continuation school pupils of Wisconsin. *Journal of educational psychology*, 18: 601-11, December 1927.
2545. **Whipple, Caroline A.** Glimpses of adult education in England. *New York state education*, 15: 250-54, December 1927.
2546. **Zehmer, George B.** The problem of adult education. *Virginia journal of education*, 21: 71-73, October 1927.

Draws three conclusions regarding the subject, stated in a summary at the end of the article.

### LIBRARIES AND READING

2547. **American library association. Education committee.** *School library yearbook*. Number one. Chicago, American library association, 1927. 156 p. diags. 8°.
- Contains three parts. Part I, deals with school library progress, 1926, in the various sections of the U. S.; Part II, deals with instruction in the use of books and libraries in elementary, junior and senior high schools, teachers' colleges and normal schools, and colleges and universities; Part III, gives directory of school librarians who are members of the A. L. A.
2548. **Burchard, Edward L.** The public school community library. *Social forces*, 6: 237-42, December 1927.
2549. **Evans, Ernestine, ed.** Children and their books. *New republic*, 52: part 2, 346-69, November 16, 1927.
- Articles and reviews by Bertrand Russell, Charles A. Beard, Julian Leavitt, Genevieve Taggard, Lucy S. Mitchell, Mary Austin, Margaret C. Banning, Ernestine Evans, etc.
2550. **Faithfull, Lilian M.** The importance of libraries in modern education. *Journal of education and School world (London)*, 59: 809-10, November 1927.
2551. **Fargo, Lucile.** Preparation for librarianship. *Journal of the National education association*, 16: 243-45, November 1927. illus.
2552. **Great Britain. Public libraries committee.** . . . Report on public libraries in England and Wales, presented by the president of the Board of education to Parliament by command of His Majesty, May, 1927. London, H. M. Stationery office, 1927. 356 p. 8°.
2553. **Gross, P. L. K. and Gross, E. M.** College libraries and chemical education. *Science*, 66: 385-89, October 28, 1927. tables.
- Discusses the problem of adequate library facilities in the small college with which to train the student whose college major is chemistry.
2554. **Guerrier, Edith.** Surveying a community for its book needs. *Libraries*, 32: 395-98, October 1927.
- A study of the question with regard to establishing branch libraries in the city of Boston.
2555. **Interesting people: A reading list for boys and girls.** *Journal of the National education association*, 16: 299-300, December 1927.

"Reprinted through the courtesy of the Carnegie library of Pittsburgh, where it was compiled as a part of that library's regular service by Elva S. Smith, head of the Children's department." Gives a list of biographies of use in character education.

- 2556. Johnson, Franklin W.** An analysis of the duties pertaining to a high school library. *Teachers college record*, 29: 216-22, December 1927.  
A topical analysis is given, which includes questions of finance, selection and purchase of books, periodicals, and other material, accessioning, classifying and cataloging, loan systems, care of book stock, care of library rooms, routine management, encouragement of reading, cooperation with teachers, assisting pupils, etc.
- 2557. Koss, Frank Herman.** State participation in public school library service. New York city, Bureau of publications, Teachers college, Columbia university; 1927. ix, 246 p. 8°. (*Teachers college, Columbia university. Contributions to education*, no. 265)  
"Bibliographical references for chapters I to XV": p. 177-229. "Bibliography of references cited in this study:" p. 230-46.
- 2558. The library: a laboratory or a warehouse.** By Pierce Butler, The Newberry library, Chicago, and Edward A. Henry, University of Chicago library. *Libraries*, 32: 529-34, December 1927.
- 2559. Lombard, Ellen C.** Educating parents through reading. *American childhood*, 13: 8-10, November 1927. illus.  
Describes the work of the U. S. Bureau of education in its home reading courses for parents.
- 2560. Lott, Henry C.** What are people reading? *American schoolmaster*, 20: 304-8, November 15, 1927.  
A study of current literature read by the people of Ypsilanti, Michigan. Gives a list of periodicals and popular fiction, supplied by the postmaster and the public library.
- 2561. Pasenhofer, Minnie.** The library in the elementary school. *Elementary school journal*, 28: 202-4, November 1927.  
Describes the work of the library in the Lincoln platoon school, South Bend, Indiana.
- 2562. Some material for use on the holidays.** Compiled by the Children's department of the New Haven free public library. *New Haven teachers journal*, 21: 30-33, December 1927.  
Lists material for use on Christmas, Lincoln's birthday, Washington's birthday, Thrift week, Junior Red cross week, giving prose references, poetry and plays.
- 2563. Teachers' circulating library.** *Midland schools*, 42: 113-15, November 1927.  
The Iowa State teachers' association has a circulating library of professional books for teachers, which may be borrowed by teachers in the state who are members of the association. The list of books available is given, and the information as to borrowing.
- 2564. Teuscher, Ruth.** Illustrated books for boys and girls. *English journal*, 16: 606-13, October 1927.  
Discusses a number of books with illustrations, that are desirable for children.
- 2565. Warren, Althea.** First year's experience in a high school reading club. *Libraries*, 32: 515-16, November 1927.  
Conditions are described in a Los Angeles high school.
- 2566. Wheeler, Joseph L.** Educational books of 1927. *School and society*, 26: 823-35, December 31, 1927.  
A list similar to the list published a year ago, but much longer.
- 2567. Works, George Alan.** College and university library problems; a study of a selected group of institutions prepared for the Association of American universities. Introduction by Samuel Paul Capen. Chicago, American library association, 1927. xi, 142 p. tables, diagrs. 8°.   
This study was financed by the Carnegie corporation of New York.

**BUREAU OF EDUCATION: RECENT PUBLICATIONS**

2568. Achievements in home economics education. By Emeline S. Whitcomb. Washington, United States Government printing office, 1927. 26 p. 8°. (Bulletin, 1927, no. 35)  
Advance sheets from the Biennial survey of education in the United States, 1924-1926.
2569. Annual report of the Commissioner of Education for the year ended June 30, 1927. Washington, United States Government printing office, 1927. 32 p. 8°.
2570. Bibliography of studies in secondary education. By Eustace E. Windes. Washington, United States Government printing office, 1927. 30 p. 8°. (Bulletin, 1927, no. 27)
2571. Certain practices in city school administration. By Walter S. Deffenbaugh. Washington, United States Government printing office, 1927. 18 p. 8°. (City school leaflet, no. 29, November 1927)
2572. Higher education. Biennial survey, 1924-1926. By Arthur J. Klein. Washington, United States Government printing office, 1927. 46 p. 8°. (Bulletin, 1927, no. 34)
2573. Industrial education in 1924-1926. By Maris M. Proffitt. Washington, United States Government printing office, 1927. 29 p. 8°. (Bulletin, 1927, no. 29)  
Advance sheets from the Biennial survey of education, 1924-1926.
2574. Land-grant colleges, year ended June 30, 1926. By Walter J. Greenleaf. Washington, United States Government printing office, 1927. 75 p. 8°. (Bulletin, 1927, no. 37)
2575. Music in platoon schools. Report of a National committee acting under the direction of the Bureau of Education in cooperation with the National committee on music in platoon or work-study-play schools. By Will Earhart. Washington, United States Government printing office, 1927. 22 p. 8°. (City school leaflet, no. 27, July 1927)
2576. Nursery-kindergarten-primary education in 1924-1926. By Mary Dabney Davis. Washington, United States Government printing office, 1927. 46 p. 8°. (Bulletin, 1927, no. 28)  
Advance sheets from the Biennial survey of education in the United States, 1924-1926.
2577. Pension systems for public-school teachers. By Nida Pearl Palmer. Washington, United States Government printing office, 1927. 84 p. 8°. (Bulletin, 1927, no. 23)
2578. Preparation of teachers. By Wm. McKinley Robinson. Washington, United States Government printing office, 1928. 34 p. 8°. (Bulletin, 1927, no. 36)  
Advance sheets from the Biennial survey of education, 1924-1926.
2579. Public evening schools for adults. By L. R. Alderman. Washington, United States Government printing office, 1927. 22 p. illus. 8°. (Bulletin, 1927, no. 21)
2580. Some publications in the field of kindergarten-primary education. Comp. by Mary Dabney Davis and Roberta Hemingway. Washington, United States Government printing office, 1927. 10 p. 8°. (City school leaflet, no. 28, August 1927)

2581. *State laws and regulations governing teachers' certificates.* By Katherine M. Cook. Washington, United States Government printing office, 1928. 296 p. 8°. (Bulletin, 1927, no. 19)
2582. *Statistics of private high schools and academies, 1925-26.* Prepared in the Division of statistics, Frank M. Phillips, chief. Washington, United States Government printing office, 1927. 40 p. 8°. (Bulletin, 1927, no. 31)  
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2584. *Statistics of state school systems, 1925-26.* Prepared in the Division of statistics, Frank M. Phillips, chief. Washington, United States Government printing office, 1927. 50 p. 8°. (Bulletin, 1927, no. 39)  
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- Advocate of peace, 612-614 Colorado Building, Washington, D. C.
- Alabama school journal, 130 South Nineteenth Street, Birmingham, Ala.
- America, Eighth Avenue and Thirty-third Street, New York, N. Y.
- American annals of the deaf, Gallaudet College, Washington, D. C.
- American childhood, Milton Bradley Company, Springfield, Mass.
- American education, Boston University School of Education, Boston, Mass.
- American educational digest, 1126-28 Q Street, Lincoln, Nebr.
- American federationist, American Federation of Labor, Washington, D. C.
- American journal of nursing, 10 Ferry Street, Concord, N. H.
- American journal of psychology, Morrill Hall, Cornell University, Ithaca, N. Y.
- American journal of public health, 372 Broadway, Albany, N. Y.
- American journal of sociology, University of Chicago Press, Chicago, Ill.
- American law school review, West Publishing Company, St. Paul, Minn.
- American magazine, Crowell Publishing Company, Springfield, Ohio.
- American penman, 55 Fifth Avenue, New York, N. Y.
- American Oxonian, 18 North Main Street, Concord, N. H.
- American physical education review, Highland Station, Springfield, Mass.
- American review of reviews, 55 Fifth Avenue, New York, N. Y.
- American school board journal, Bruce Publishing Company, Milwaukee, Wis.
- American schoolmaster, State Normal College, Ypsilanti, Mich.
- American shorthand teacher, 205 Fifth Avenue, New York, N. Y.
- American speech, Williams and Wilkins Company, Baltimore, Md.
- American teacher, 327 South La Salle Street, Chicago, Ill.
- Annals of the American academy of political and social science, 3622-3624 Locust Street, Philadelphia, Pa.
- Arizona teacher and home journal, State Teachers Association, Phoenix, Ariz.
- Association of American colleges bulletin, 111 Fifth Avenue, New York, N. Y.
- Atlantic monthly, 8<sup>th</sup> Arlington Street, Boston, Mass.

- Balance sheet, South-western Publishing Company, Cincinnati, Ohio.
- Baltimore bulletin of education, Board of School Commissioners, Baltimore, Md.
- Bookman, 244 Madison Avenue, New York, N. Y.
- Boston medical and surgical journal, 126 Massachusetts Avenue, Boston, Mass.
- Boston teachers news-letter, 739 Boylston Street, Boston, Mass.
- Bulletin of high points in the work of the high schools of New York city, 500 Park Avenue, New York, N. Y.
- Bulletin of the American association of university professors, Twentieth and Northampton Streets, Easton, Pa.
- Bulletin of the Association of American medical colleges, 125 East Washington Street, Chicago, Ill.
- Bulletin of the Department of elementary school principals, National Education Association, 1201 Sixteenth Street, Washington, D. C.
- Bulletin of the Pan American union, Pan American Union, Washington, D. C.
- Business educator, 612 North Park Street, Columbus, Ohio.
- California quarterly of secondary education, California Society for the Study of Secondary Education, Berkeley, Calif.
- Canadian historical review, University of Toronto, Toronto, Ontario.
- Catholic educational review, Catholic Education Press, Washington, D. C.
- Catholic school interests, 178 Kenilworth Avenue, Elmhurst, Ill.
- Catholic school journal, 445 Milwaukee Street, Milwaukee, Wis.
- Century magazine, 353 Fourth Avenue, New York, N. Y.
- Character builder, 1627 Georgia Street, Los Angeles, Calif.
- Chicago schools journal, Chicago Normal College, Chicago, Ill.
- Child health bulletin, 370 Seventh Avenue, New York, N. Y.
- Child study, 54 West Seventy-fourth Street, New York, N. Y.
- Childhood education, Williams and Wilkins Company, Baltimore, Md.
- Child-welfare magazine, 5517 Germantown Avenue, Philadelphia, Pa.
- Children, the magazine for parents, 353 Fourth Avenue, New York, N. Y.
- Christian education, 111 Fifth Avenue, New York, N. Y.
- Christian education magazine, Board of Education of the Methodist Episcopal Church, South, Nashville, Tenn.
- Christian student, 150 Fifth Avenue, New York, N. Y.
- Church school journal, Methodist Book Concern, Cincinnati, Ohio.
- Classical journal, University High School Building, Ann Arbor, Mich.
- Colorado school journal, 520 Commonwealth Building, Denver, Colo.
- Columbia alumni news, Columbia university, New York, N. Y.
- Commercial education, *now* Journal of commercial education.
- Common ground, 15 Ashburton Place, Boston, Mass.
- Commonweal, Grand Central Terminal, New York, N. Y.
- Congregationalist, 14 Beacon Street, Boston, Mass.
- Connecticut schools, State Board of Education, Hartford, Conn.
- Contemporary review, 249 West Thirteenth Street, New York, N. Y.
- Cooperative school bulletin, Butler and Auburn, Ind.
- Current history, New York Times, New York, N. Y.
- Curriculum study and educational research bulletin.
- Detroit educational bulletin, Board of Education, Detroit, Mich.
- Education, 120 Boylston Street, Boston, Mass.
- Education bulletin, New Jersey Department of Public Instruction, Trenton, N. J.
- Educational administration and supervision, Warwick and York, Inc., Baltimore, Md.
- Educational foundations, 10 Beaver Street, Albany, N. Y.
- Educational outlook, University of Pennsylvania, School of Education, Philadelphia, Pa.

- Educational record, 24-26 Jackson Place, Washington, D. C.
- Educational research bulletin, Ohio State University, College of Education, Columbus, Ohio.
- Educational review, Doubleday, Doran and Company, Garden City, N. Y.
- Educational screen, 5 South Wabash Avenue, Chicago, Ill.
- Elementary English review, 6505 Grand River Avenue, Detroit, Mich.
- Elementary school journal, University of Chicago, School of Education, Chicago, Ill.
- English journal, University of Chicago Press, Chicago, Ill.
- English leaflet, New England Association of Teachers of English, Cambridge, Mass.
- Federal council bulletin, 105 East Twenty-second Street, New York, N. Y.
- Food and health education, *now* Home Economist.
- Forbes, 120 Fifth Avenue, New York, N. Y.
- Fortnightly review, 249 West Thirteenth Street, New York, N. Y.
- Forum, 441 Lexington Avenue, New York, N. Y.
- General magazine and historical chronicle, General Alumni Society of the University of Pennsylvania, Philadelphia, Pa.
- General science quarterly, W. G. Whitman, publisher, Salem, Mass.
- Georgia education journal, 400 Vineville Avenue, Macon, Ga.
- Georgia state items, State Department of Education, Atlanta, Ga.
- Good housekeeping, 119 West Fortieth Street, New York, N. Y.
- Harper's magazine, 49 East Thirty-third Street, New York, N. Y.
- Harvard alumni bulletin, 50 State Street, Boston, Mass.
- Harvard graduates' magazine, 321 Shawmut Bank Building, Boston, Mass.
- Hawaii educational review, Department of Public Instruction, Honolulu, Hawaii.
- High school, University of Oregon, School of Education, Eugene, Oreg.
- High school journal, University of North Carolina, School of Education, Chapel Hill, N. C.
- High school quarterly, University of Georgia, Athens, Ga.
- High school teacher, 131 East State Street, Columbus, Ohio.
- Historical outlook, McKinley Publishing Company, Philadelphia, Pa.
- Home and school, General Conference of Seventh-Day Adventists, Washington, D. C.
- Home economist, American Food Journal, Inc., Floral Park, N. Y.
- Hospital school journal, 390 Cliff Street, Battle Creek, Mich.
- Hygeia, 535 North Dearborn Street, Chicago, Ill.
- Idaho teacher, *now* Idaho journal of education, Caldwell, Idaho.
- Illinois association of teachers of English bulletin, Urbana, Ill.
- Illinois teacher, Bloomington, Ill.
- Independent, 10 Arlington Street, Boston, Mass.
- Independent education, 267-275 West Seventeenth Street, New York, N. Y.
- Indiana teacher, 205 Hotel Lincoln, Indianapolis, Ind.
- Indiana university alumni quarterly, 225 North New Jersey Street, Indianapolis, Ind.
- Industrial-arts magazine, Bruce Publishing Company, Milwaukee, Wis.
- Industrial education magazine, Manual Arts Press, Peoria, Ill.
- International journal of religious education, 5 South Wabash Avenue, Chicago, Ill.
- Interstate bulletin: Adult education, P. O. Box 10, Capitol Station, Albany, N. Y.
- Jewish center, 352 Fourth Avenue, New York, N. Y.
- Johns Hopkins alumni magazine, Baltimore, Md.

- Journal of adult education, London, England.
- Journal of applied psychology, Williams and Wilkins Company, Baltimore, Md.
- Journal of Arkansas education, Little Rock, Ark.
- Journal of chemical education, 225 Church Street, Easton, Pa.
- Journal of commercial education, 44 North Fourth Street, Philadelphia, Pa.
- Journal of delinquency, Whittier State School, Whittier, Calif.
- Journal of education, 6 Beacon Street, Boston, Mass.
- Journal of education and School world, London, England.
- Journal of educational method, 525 West One hundred and twentieth Street, New York, N. Y.
- Journal of educational psychology, Warwick and York, Inc., Baltimore, Md.
- Journal of educational research, Public School Publishing Company, Bloomington, Ill.
- Journal of educational sociology, 13 Astor Place, New York, N. Y.
- Journal of engineering education, Prince and Lemon Streets, Lancaster, Pa.
- Journal of experimental psychology, Psychological Review Company, Princeton, N. J.
- Journal of expression, Pierce Building, Copley Square, Boston, Mass.
- Journal of geography, 2249 Calumet Avenue, Chicago, Ill.
- Journal of home economics, 101 East Twentieth Street, Baltimore, Md.
- Journal of personnel research, *now*, Personnel journal.
- Journal of the American association of university women, 10 Ferry Street, Concord, N. H.
- Journal of the American dental association, 127 North Dearborn Street, Chicago, Ill.
- Journal of the American medical association, 535 North Dearborn Street, Chicago, Ill.
- Journal of the Florida education association, Hodges Building, Tallahassee, Florida.
- Journal of the Louisiana teachers' association, Baton Rouge, La.
- Journal of the Minnesota education association, High School Building, South St. Paul, Minn.
- Journal of the National education association, 1201 Sixteenth Street, Washington, D. C.
- Journalism bulletin, University of Illinois, Urbana, Ill.
- Kansas teacher and Western school journal, 923 Kansas Avenue, Topeka, Kans.
- Kentucky school journal, 319-320 Starks Building, Louisville, Ky.
- Libraries, 216 West Monroe Street, Chicago, Ill.
- Library journal, R. R. Bowker Company, New York, N. Y.
- Mathematics teacher, 425 West One hundred and twenty-third Street, New York, N. Y.
- Mental hygiene, 372-374 Broadway, Albany, N. Y.
- Michigan alumnus, University of Michigan, Ann Arbor, Mich.
- Michigan education journal, 809 Prudden Building, Lansing, Mich.
- Midland schools, 407 Youngerman Building, Des Moines, Iowa.
- Mind and body, New Ulm, Minn.
- Minnesota chats, University of Minnesota, Minneapolis, Minn.
- Modern language journal, National Federation of Modern Language Teachers, University of Pennsylvania, Philadelphia, Pa.
- Modern languages, London, England.
- Modern languages forum, 1240 South Main Street, Los Angeles, Calif.
- Montana education, 9 Kohrs Block, Helena, Mont.
- Mount Holyoke monthly, Mount Holyoke College, South Hadley, Mass.
- Mountain life and work, Berea College, Berea, Ky.

- Music and youth, Rumford Press, Concord, N. H.  
Nation, 20 Vesey Street, New York, N. Y.  
National Catholic welfare conference bulletin, 1312 Massachusetts Avenue, Washington, D. C.  
National education, Wellington, New Zealand.  
National health, London, England.  
National league of teachers' associations bulletin, 3017 Park Avenue, Minneapolis, Minn.  
National municipal review, Rumford Building, Concord, N. H.  
National republic, 425 Tenth Street, N. W., Washington, D. C.  
Nation's health, Modern Hospital Publishing Company, Chicago, Ill.  
Nature magazine, 1214 Sixteenth Street, Washington, D. C.  
Nebraska alumnus, University of Nebraska, Lincoln, Nebr.  
New era, 11 Tavistock Square, London, W. C. 1, England.  
New Haven teachers journal, *now* Teachers' journal.  
New Jersey journal of education, 79 Halsey Street, Newark, N. J.  
New republic, 421 West Twenty-first Street, New York, N. Y.  
New student, 2929 Broadway, New York, N. Y.  
New York state education, 100-104 Liberty Street, Utica, N. Y.  
New York university alumnus, 100 Washington Square East, New York, N. Y.  
Niagara index, Niagara University, N. Y.  
Nineteenth century, 249 West Thirteenth Street, New York, N. Y.  
Normal instructor and primary plans, Dansville, N. Y.  
North American review, 9 East Thirty-seventh Street, New York, N. Y.  
North Carolina teacher, Box 887, Raleigh, N. C.  
North central association quarterly, Room 420, University of Michigan, Ann Arbor, Mich.  
Oberlin alumni magazine, Oberlin College, Oberlin, Ohio.  
Ohio State university monthly, Ohio State University, Columbus, Ohio.  
Ohio teacher, 71 East State Street, Columbus, Ohio.  
Oklahoma teacher, Second Street and Broadway, Oklahoma City, Okla.  
Omaha school forum, Omaha, Nebr.  
Open court, 404 North Wesley Avenue, Mount Morris, Ill.  
Oregon law review, University of Oregon School of Law, Eugene, Oreg.  
Oregon teachers' monthly, *now* Oregon teacher, 215 South Commercial Street, Salem, Oreg.  
Outlook, 120 East Sixteenth Street, New York, N. Y.  
Pan Pacific progress, 354 South Spring Street, Los Angeles, Calif.  
Peabody journal of education, George Peabody College for Teachers, Nashville, Tenn.  
Pedagogical seminary and Journal of genetic psychology, Clark University, Worcester, Mass.  
Pennsylvania gazette, University of Pennsylvania, Philadelphia, Pa.  
Pennsylvania school journal, 400 North Third Street, Harrisburg, Pa.  
Personnel journal, Williams and Wilkins Company, Baltimore, Md.  
Philippine education magazine, 101-103 Escolta, Manila, P. I.  
Pittsburgh school bulletin, Pittsburgh, Pa.  
Platoon school, 1210 D Street, N. W., Washington, D. C.  
Playground, 315 Fourth Avenue, New York, N. Y.  
Primary education-Popular educator, 234 Boylston Street, Boston, Mass.  
Princeton alumni weekly, Princeton University, Princeton, N. J.  
Printing instructor, *now* Printing education, 600 West Jackson Boulevard, Chicago, Ill.



- Progressive education, 10 Jackson Place, Washington, D. C.  
 Progressive teacher, Morristown, Tenn.  
 Psychological review, Prince and Lemon Streets, Lancaster, Pa.  
 Public health nurse, 372-374 Broadway, Albany, N. Y.  
 Public school messenger, Board of Education, St. Louis, Mo.  
 Publishers' weekly, Quarterly journal of speech education, 10-12 Chester Street, Champaign, Ill.  
 Quarterly journal of the University of North Dakota, University Station, Grand Forks, N. Dak.  
 Quarterly of the National fire protection association, 40 Central Street, Boston, Mass.  
 Religious education, 308 North Michigan Avenue, Chicago, Ill.  
 Research bulletin, National education association, 1201 Sixteenth Street, Washington, D. C.  
 Scholastic, Wabash Building, Pittsburgh, Pa.  
 School, 156 Fifth Avenue, New York, N. Y.  
 School, Toronto, Canada  
 School and community, Missouri State Teachers' Association, Columbia, Mo.  
 School and home, 33 Central Park West, New York, N. Y.  
 School and society, The Science Press, Grand Central Terminal, New York, N. Y.  
 School-arts magazine, 44 Portland Street, Worcester, Mass.  
 School music, 729 Franklin Street, Keokuk, Iowa.  
 School news, 315 East Washington Street, Syracuse, N. Y.  
 School news and practical educator, Taylorville, Ill.  
 School of education record, University of North Dakota, University, N. Dak.  
 School review, University of Chicago, School of Education, Chicago, Ill.  
 School science and mathematics, Mount Morris, Ill.  
 School topics, Board of Education, Cleveland, Ohio.  
 Science, Science Press, Grand Central Terminal, New York, N. Y.  
 Science news letter, 1918 Harford Avenue, Baltimore, Md.  
 Scientific temperance journal, Westerville, Ohio.  
 Seattle grade club magazine, 316-317 Central Building, Seattle, Wash.  
 Sewanee review, University of the South, Sewanee, Tenn.  
 Sierra educational news, Phelan Building, San Francisco, Calif.  
 Simmons college review, 300 The Fenway, Boston, Mass.  
 Smith alumnae quarterly, Rumford Press, Concord, N. H.  
 Social forces, University of North Carolina Press, Chapel Hill, N. C.  
 Social science, 1414 East Fourth Avenue, Winfield, Kans.  
 Sociology and social research, University of Southern California, Los Angeles, Calif.  
 South Dakota education association journal, 3 Perry Building, Sioux Falls, S. Dak.  
 Southern school journal, Lexington, Ky.  
 Southern workman, Hampton Normal and Agricultural Institute, Hampton, Va.  
 Spelman messenger, Spelman College, Atlanta, Ga.  
 Stanford illustrated review, Stanford University, Calif.  
 Survey, 112 East Nineteenth Street, New York, N. Y.  
 Teachers college record, Teachers College, Columbia University, New York, N. Y.  
 Teachers' journal, 491 Orchard Street, New Haven, Conn.  
 Teachers' journal and abstract, Colorado State teachers' college, Greeley, Colo.  
 Teachers' monographs, 238 William Street, New York, N. Y.  
 Teaching, Kansas State Teachers' College, Emporia, Kans.  
 Techne, Kansas State Teachers' College, Pittsburg, Kans.  
 Texas outlook, 708 Anderson Building, Fort Worth, Texas. . .

- Theatre and school, Modesto, Calif.  
Trained men, International Correspondence School, Scranton, Pa.  
Trained nurse and hospital review, 468 Fourth Avenue, New York, N. Y.  
Training school bulletin, Training School, Vineland, N. J.  
University high school journal, Fifty-eighth and Grove Streets, Oakland, Calif.  
University of Kansas bulletin of education, University of Kansas, Lawrence, Kans.  
University of Pittsburgh School of education journal, University of Pittsburgh, Pittsburgh, Pa.  
University record, University of Chicago Press, Chicago, Ill.  
Utah educational review, Salt Lake City, Utah.  
Vassar journal of undergraduate studies, Vassar College, Poughkeepsie, N. Y.  
Virginia journal of education, Richmond, Va.  
Virginia teacher, State Teachers College, Harrisonburg, Va.  
Visitor, University of Minnesota, University Farm, St. Paul, Minn.  
Vocational education news notes, University of California, Berkeley, Calif.  
Vocational guidance magazine, Harvard University, Cambridge, Mass.  
Volta review, 1601 Thirty-fifth Street, N. W., Washington, D. C.  
Washington education journal, 707 Lowman Building, Seattle, Wash.  
West Virginia school journal, Capital City Bank Building, Charleston, W. Va.  
Western Christian advocate, 420 Plum Street, Cincinnati, Ohio.  
Wisconsin journal of education, Madison, Wis.  
Woman citizen, 171 Madison Avenue, New York, N. Y.  
Womans press, 600 Lexington Avenue, New York, N. Y.  
Workers education, 476 West Twenty-fourth Street, New York, N. Y.  
World's work, Doubleday, Doran and Company, Garden City, N. Y.



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